



University Of Kerala

**Four Year Under Graduate Programme
(UoK FYUGP)**

Revised SEMESTER THREE Syllabus

Major Discipline ENGLISH

May 2025

SEMESTER 3

Sl No.	Category	Course Code	Course Title	Course Description	Page No.
1	DSC	UK3DSCENG200	South Asian Literature	A selection of literary works by South Asian writers- 4 hours	5
2	DSC	UK3DSCENG201	British Literature: Anglo-Saxons to the Puritans	Literary developments in Britain from the period of the Anglo-Saxons to the seventeenth century - 4 hours	12
3	DSC	UK3DSCENG202	Women's Writing in India	Introduces students to women's voices and perspectives, and their integral role in defining human experiences. - 5 hours	18
4	DSC	UK3DSCENG203	Dalit Narratives	Delineates the emergence and evolution of Dalit narratives as a pertinent discourse in contemporary India. - 4 hours	25
5	DSC	UK3DSCENG204	Film and Literature	Teaches students the significance of film adaptations along with its cultural contexts enables the students to critically evaluate the complexities of adaptations. - 5 hours	32
6	DSC	UK3DSCENG205	Writing for Wellness	In this course, students will be introduced to the theory and practice of reflective and creative writing as a meaningful tool for emotional expression, mental health support, and personal growth. -5 hours	38

7	DSE	UK3DSEENG200	History of English Language	Provides a thorough understanding of the diachronic development of the English language into a global language. - 4 hours	45
8	DSE	UK3DSEENG201	AI and Digital Literature	Explores the dynamic intersection of artificial intelligence and digital literature. Delves into how AI technologies are reshaping the landscape of literary creation. - 5 hours	51
9	DSE	UK3DSEENG202	Sports Literature	Provides an opportunity to understand how creative artists have represented the spirit of sports in literary works and films.- 5 hours	57
10	DSE	UK3DSEENG203	Fairy Tale Studies	Provides and insight into the construct of fairy tales and the societal and ideological codes they carry. - 5 hours	64
11	DSE	UK3DSEENG204	Humour and Literature	Familiarises students with the various aspects of humour as found in literature. Initiates discussion about the linguistic, sociocultural and political aspects of humour.- 5 hours	70
12	DSE	UK3DSEENG205	Introducing Game Studies	Students will be exposed to the ways in which the video game is used as a medium of entertainment and education. The course also stimulates an interest in various careers related to video games. - 5 hours	78
13	MDC	UK3MDCENG200	Kerala Studies- History and Society	Introduces the social background of Kerala through the ages. -4 hours	87
14	MDC	UK3MDCENG201	Kerala Studies- Art and Culture	Examines the artistic works of Kerala against its cultural backdrop. - 4 hours	94

15	MDC	UK3MDCENG202	Kerala in Context	Examines the social changes and contemporary developments in Kerala-4 hours	102
16	VAC	UK3VACENG200	Diversity, Equity and Inclusion	Gives a basic understanding about the relevance of equitable practices. - 4 hours	107
17	VAC	UK3VACENG201	Environmental Narratives	Explores the critical link between humanity and the natural world.- 4 hours	112
18	VAC	UK3VACENG202	Literature, Media and Mental Health	This course offers an interdisciplinary exploration of how literature and media shape, reflect, and influence public understanding of mental health. Students will engage with literary texts, films, news media, and advertising to examine representations of mental illness, stigma, and self-worth, while also considering the psychological effects of digital culture, including social media. -4 hours	118
19	VAC	UK3VACENG203	Literature, Communication and Personal Development	The course utilises insights from the world of literature and concomitant cultural domains to aid personality development among students. It aims at cultivating attributes that are essential for personal, professional, and social advancement, including communicative abilities, a growth mindset, emotional intelligence, and leadership skills	124
20	VAC	UK3VACENG204	Indian Cultural Heritage	This course is designed to offer an in-depth exploration of the rich and diverse knowledge systems that have developed in India over the centuries. Through five modules, students will gain an understanding of foundational concepts, trace historical developments, and	130

				examine the contemporary significance of Indian. -4 hours	
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University of

Kerala

Discipline	ENGLISH
Course Code	UK3DSCENG200
Course Title	SOUTH ASIAN LITERATURE
Type of Course	DSC

Module	Unit	INTRODUCTION	Hours
I			15
	1	Namitha Gokhale and Malashri Lal: “South Asian Literatures: Beyond Borders, Across Boundaries” (pages 236-248, <i>India International Centre Quarterly</i>) https://www.india-seminar.com/2016/680/680_namita & malashri_lal.htm	
		Elaborate upon the historical, political and social backgrounds of South Asian Literature - major writers from the region - the present context of South Asian Literature.	
II		POETRY	15
	2	Tarfia Faizullah: “The Poem You Have Been Waiting For” The Poem You’ve Been Waiting For by Tarfia Faizullah Poetry Magazine (poetryfoundation.org)	
	3	Imtiaz Dharkar: “At the Lahore Karhai”	

		Imtiaz Dharker	
	4	Yuyutsu Sharma: “Mules” Mules - Mules Poem by Yuyutsu Sharma (poemhunter.com)	
	5	Nillanthan: “Pina Koorai”	
	6	Dom Moraes: “Absences” dom_moraes_2012_3.pdf (poemhunter.com)	
	7	Agha Shahid Ali: “Postcard from Kashmir” https://www.poetrynook.com/poem/postcard-kashmir	
	8	Reza Mohammadi: “You Crossed the Border” https://www.poetrytranslation.org/poem/you-crossed-the-border/#translated-poem	
III	FICTION		15
	9	Farida Hossain: “Transformation” from <i>1971 and After: Selected Stories</i> edited by Niaz Zaman https://archive.org/details/1971-and-after-selected-stories-niaz-zaman-z-lib.org/page/n7/mode/2up	
	10	Kanya D’ Almeida: “I Cleaned the- I Cleaned the – Kanya D’ Almeida Granta	
	11	Kamila Shamsie: “Foreboding” “Foreboding” < Literary Hub (lithub.com)	

	12	Jhumpa Lahiri: “Interpreter of Maladies”	
	13	Arundhati Roy: <i>The God of Small Things</i>	
IV	NON-FICTION		1 5
	14	Amitav Ghosh: “Where is the fiction about climate change?” Amitav Ghosh: where is the fiction about climate change? Books The Guardian	
	15	Salman Rushdie: ‘Commonwealth Literature does not Exist’ https://www.scribd.com/document/511136065/Rushdie-Commonwealth-Literature-Does-Not-Exist	
	16	“The Pain Becomes the Poem”: Interview with Jean Arasanayagam https://www.researchgate.net/publication/360052095_The_Pain_Becomes_the_Poem_An_interview_with_Jean_Arasanayagam	
V	DRAMA		1 5
	17	Manjula Padmanabhan: <i>Harvest</i>	

Recommended Reading:

1. Brians, Paul. Modern South Asian Literature in English. Greenwood, 2003.
0. Chakraborty, Madhurima. *Global South Asia: South Asian Literatures and the World*. Routledge, 2021.
0. Chakravorty, Mrinalini. *South Asia in the Global Literary Imaginary*. Perseus, 2014.

0. Maxey, Ruth. *South Asian Atlantic Literature: 1970-2010*. Edinburg University press, 2014.

0. Sarwal, Amit. *South Asian Diaspora Narratives: Roots and Routes*. Springer, 2017.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand South Asian Literature as a pivotal stream in contemporary literary culture.	U	PSO- 2, PSO-3
CO-2	Know the significant writers of the South Asian region who contributed to the rich repertoire of world literature.	R, U	PSO- 3, PSO-15
CO-3	Trace the similarities as well as the diversities that exist in the social, political and literary cultures of the South Asian Countries.	Ap	PSO- 2, PSO-3, PSO- 15
CO-4	Critically analysing and evaluating South Asian Literature and its strong connections with the politics of post colonialism, neo-colonialism and such trends.	An, E	PSO- 3, PSO-11, PSO- 15
CO-5	Theoretically interpreting the works of South Asian writers who become strong voices of postcolonial politics of writing.	An, E, Ap, C	PSO- 11, PSO-15

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

1.	Understand South Asian Literature as a pivotal stream in contemporary literary culture.	PO 1 PSO- 2, PSO- 3	U	C	L	-
0.	Know the significant writers of the South Asian region who contributed to the rich repertoire of world literature.	PO ! PSO- 3, PSO- 15	R, U	F, C	L	-
0.	Trace the similarities as well as the diversities that exist in the social, political and literary cultures of the South Asian Countries.	PO1, PO 7 PSO- 2, PSO- 3, PSO- 15	Ap	P	L	-
0.	Critically analysing and evaluating South Asian Literature and its strong connections with the politics of post colonialism, neo-	PO2, PO 3, PSO- 3, PSO- 11, PSO- 15	An, E	C, P	L	-

	colonialism and such trends.					
0. CO-5	Theoretically interpreting the works of South Asian writers who become strong voices of postcolonial politics of writing.	PO 3, PSO-11, PSO-15	R, U, An	P,M	L	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO2	PSO3	PSO 11	PSO 15	PO1	PO2	PO3	PO4	PO7
CO 1	1	2	-	-	2			1	
CO 2	-	1	-	2	2				
CO 3	2	2	-	3	1				2
CO 4	-	2	2	2		3	2		
CO 5	-	-	2	3			3		

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓



University of Kerala

Discipline	ENGLISH
Course Code	UK3DSCENG201
Course Title	British Literature: Anglo-Saxons to the Puritans
Type of Course	DSC

Semester	III				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. Students should have a comprehensive outlook to approach history as a continuum, and not as isolated units. 2. Students should be aware of the interrelationship between the social and literary history of a nation, to understand how literature is at once a social product, and in turn moulds society.				
Course Summary	The course intends to offer the students a comprehensive view of the historical and literary developments of different time periods; and to help them explore how socio-political backdrop goes into the making of the cultural context of a literary text. The select core texts are representative of the Age and the literary trend of the respective periods.				

Detailed Syllabus:

All categories of questions, except essay questions, shall be asked from all the units.
Essay questions only from the units specified in the syllabus.

Module	Unit	Content	Hrs
I	The Old English Period		12
	1	Early History of Britain – Roman invasion - Anglo Saxon Conquest	
	2	Anglo Saxon Poetry – features - <i>Beowulf</i> , Caedmon and Cynewulf	
	3	Anglo Saxon Prose - Literary contributions of King Alfred - Venerable Bede	
	Essay Questions from unit 2 and 3		
II	The Middle English Period		12
	4	Norman Conquest	
	5	Middle English literature - Medieval Romances – <i>Sir Gawain and the Green Knight</i>	

	6	Literary contributions of Geoffrey Chaucer - <i>Canterbury Tales</i> – William Langland – <i>Piers the Plowman</i> -John Gower	
	7	Origin of British Drama – Miracle, Morality and Mystery Plays, and Interludes	
Essay Questions from unit 6 and 7			
III	Age of Renaissance		12
	8	Beginning of Renaissance – Fall of Constantinople – features of Renaissance	
	9	Renaissance in England – William Caxton’s Printing Press	
	10	Reformation Movement in Europe	
	11	Reformation in England – John Wycliff	
	12	Literature of the Renaissance - Sir Thomas More’s <i>Utopia</i>	
		Essay Questions from units 9 and 12	
IV	Elizabethan Age		12
	13	Elizabethan Literature – Elizabethan Poetry - Tottel’s Miscellany – Sidney, Spenser, Shakespeare, Isabella Whitney, Mary Sidney	
	14	Early English Drama – <i>Gorboduc</i> , <i>Ralph Roister Doister</i>	
	15	Elizabethan Drama – Elizabethan theatre - literary contributions of William Shakespeare – University Wits - Ben Jonson and Comedy of Humours	
	16	Elizabethan Prose - Prose Romances - Francis Bacon - Authorized Version of the Bible	
	17	John Donne and the Metaphysical Poetry	
	18	Core texts <i>Hamlet</i> - “To be or not to be” soliloquy https://www.poetryfoundation.org/poems/56965/speech-to-be-or-not-to-be-that-is-the-question <i>As You Like It</i> – “All the World’s a Stage” https://www.poetryfoundation.org/poems/56966/speech-all-the-worlds-a-stage Bacon – Essay “Of Studies” <i>Bacon’s Essays</i> . Macmillan, 1992.	

		John Donne – “The Good-Morrow” https://www.poetryfoundation.org/poems/44104/the-good-morrow	
Essay Questions from units 13,15, 16 and 18			
V	Puritan Age		12
19	Oliver Cromwell’s Commonwealth - Puritan Interregnum - Rise of Puritanism		
20	Literary contributions of John Milton and John Bunyan		
21	Core Text Milton- Sonnet “On His Blindness” https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent		
	Essay Questions from unit 20		

Recommended Reading

Albert, Edward. *History of English Literature*. OUP, 1979.

Alexander, Michael J. *A History of English Literature*. Palgrave Macmillan, 2000.

Ashok, Padmaja. *The Social History of England*. Orient Black Swan, 2011.

Baugh, A.C. *A History of English Literature*. Routledge. 2013.

Carter, Ronald, and John McRae. *The Routledge History of Literature in English*. Routledge, 2017

Daiches, David. *A Critical History of English Literature*. Supernova Publishers, 2010.

Nayar, Pramod K. *A Short History of English Literature*. CUP, 2011.

Poplawski, Paul. *English Literature in Context*. CUP, 1993.

Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave, 2012.

Sanders, Andrew. *The Short History of English Literature*. OUP, 1994.

Thornley G C, and Gwyneth Roberts. *An Outline of English Literature*. Pearson, 2011.

e- resources

<https://library.baypath.edu/english-and-literature-web-sites>

https://www.gutenberg.org/ebooks/search/?query=shakespeare&submit_search=Go%21

https://www.gutenberg.org/ebooks/search/?query=chaucer&submit_search=Go%21

<http://www.literature-study-online.com/resources/#historical>

<http://www.universalteacher.org.uk/lit/history.htm>

<https://www.britannica.com/art/English-literature/Elizabethan-poetry-and-prose>

<https://www.encyclopedia.com/humanities/culture-magazines/restoration-literature-england>

<https://chaucer.fas.harvard.edu/> <https://chaucer.fas.harvard.edu/pages/Synopses-Prolegomena>

http://www.dartmouth.edu/~milton/reading_room/contents/text.shtml

<https://www.gutenberg.org/files/29854/29854-h/29854-h.htm>(Aphra Behn)

<http://www.mindfulteachers.org/2013/05/women-writers-at-time-of-shakespeare-e.html>

<https://internetshakespeare.uvic.ca/Library/SLT/literature/women%20writers/morewomen.html>

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand and explain the social and political background of different periods of British history	U	3
CO-2	Explain the different stages of development of British literary history	U	3, 15
CO3	Identify the distinct traits of various Ages and Movements in British literary history	An	13
CO4	Illustrate how a writer represents a particular literary school or movement	Ap	2
CO5	Identify the literary techniques employed by different writers as well as the evolution and characteristics of different genres	An, C	2
CO6	Evaluate the literary contributions of a writer	E	2

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Explain the social and political background of different periods of British history	-	U	F	L	
CO-2	Outline different stages of development of British literary history	-	U	F	L	
CO3	Identify the distinct traits of various Ages and movements in British literary history	PO1	U, An	C	L	
CO4	Illustrate how a writer represents a particular literary school or movement	PO1, PO3	Ap	C	L	
CO5	Analyse the literary techniques employed by a writer as well as the evolution and characteristics of different genres	PO1, PO2	An	C	L	
CO6	Evaluate the literary	PO1, PO2, PO3	E	C	L	

	contributions of the writers					
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F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO 1	3	2				1		1	1	1
CO 2	2	2				2				
CO 3	1					2				
CO 4			2			3		2		
CO 5				3		3	2			
CO 6					1	3	2	3		

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
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CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓	✓	✓



**University of
Kerala**

Discipline	ENGLISH				
Course Code	UK3DSCENG202				
Course Title	Women's Writing in India				
Type of Course	DSC				
Semester	III				
Academic Level	200 - 299.				
1 Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	An awareness of women writers and their works				

Course Summary	The course is designed to familiarize the students with the body of literature written by women and its place as an academic discipline. It also intends to make them aware of women's voices and perspectives and their integral role in defining human experiences.
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Detailed Syllabus:

Module	Unit	Content	Hrs
I		An Overview	15
		Foundation Women's Writing- The Movement and Trends - Evolution and history of women's writing in India – Women's writing as an academic discipline- challenges and scope Concepts - Sex and gender- Patriarchy- gender stereotypes- Gender and culture- Feminism- ecriture feminine- Eco feminism- Dalit feminism- post feminism- Digital feminism- identity- ambivalence	
	1	Tharu, Susie. <i>Women Writing in India Reconsidered</i> https://www.academia.edu/83445709/Women_Writing_in_India_Reconsidered Suggested Reading -Adichie, Chimamanda Ngozi. <i>We Should All be Feminists</i>. Harper Collins, 2014 https://ameforeignpolicy.files.wordpress.com/2018/02/we-should-all-be-feminists.pdf -Susie Tharu : <i>The Dalit Woman Question</i> https://www.researchgate.net/publication/307921756	

		Gilber, Susan & Gubar, Sandra. <i>The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination</i>, Yale University Press, 2020, -Judith Lorber, Judith. <i>The Variety of Feminisms and their contribution to Gender Equality</i> https://diglib.bis.uni-oldenburg.de/pub/unireden/ur97/kap1.pdf -Rassendren, Etienne. "Producing Nation: Gender and the Idea of India." <i>Contemporary Women's Writing in India</i>, Edited by Varun Gulati and Mythili Anoop, Lexington Books, 2014.	
II		Prose & Fiction	15
	2	Living Smile Vidya- <i>I am Vidya : A Transgender's Journey</i> Rupa Publications, New Delhi 2013 https://www.scribd.com/document/730254611/I-Am-Vidya-Living-Smile-Vidya	
	3	From Silent Suffering to Strong Self Identity: A Study of Anees Jung's Breaking the Silence https://www.redalyc.org/journal/7038/703873513001/703873513001.pdf	
III		Poetry	15
	4	Mira Bai: <i>Nothing is Really Mine</i> https://www.poetseers.org/the-poetseers/mirabai/poems/nothing/	
	5	Kamala Das: <i>The Sunshine Cat</i> The Sunshine Cat Poem by Kamala Das (internetpoem.com)	
	6	Meena Alexander: <i>Muse</i>	

		Meena Alexander - Poet Meena Alexander Poems (poemhunter.com)	
	7	Vijila Chirappad- "Wasteland" https://www.outlookindia.com/culture-society/wasteland-magazine-342492	
	8	Tishani Doshi- "The Day we went to the Sea" https://www.poetrynook.com/poem/day-we-went-sea	
IV		Short Story	15
	9	Ismat Chughtai- <i>Roots</i> Chughtai, Ismat. "Roots". Edited by Alok Bhalla, <i>Stories About the Partition of India</i> . Vol.I-III Manohar Publish, 2012 https://englishlitmeet.blogspot.com/2023/03/roots-by-ismat-chughtai-text.html	
	10	K R Meera- <i>The Vein of Memory</i> The Vein of Memory Author:K. R. MEERA PDF Rabindranath Tagore (scribd.com)	
	11	Temsula Ao- <i>Laburnum for my Head</i> For My Head Stories PDF Cemetery Hunting (scribd.com)	
	12	Bama- <i>Ponnuthayi</i> Bama. "Ponnuthayi." <i>In Harum-Scurum Saar and Other Stories</i> . Trans. N. Ravi Shanker, Kali for Women, 2006.	
V		Practicum	15

		Practicum- Prepare a script on any women related theme and enact it.	
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Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	To familiarize with Women's Writing as a genre in the Indian context	R,U	3,9
CO-2	To understand the struggles of these writers in overcoming barriers of gender, caste, class and culture	U,An	3,9,14
CO-3	To get acquainted with the Indian literary figures associated with Women's writing.	An,E	3,4
CO-4	To understand the growth and changing perspectives of women as represented through literary works	Ap, E	2,11
CO-5	To prepare the learners to comprehend, assess and analyze the role of women in the relatively changing world, and chart a literary historiography of women in India	E,C	11,14,15

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	To familiarize with Women's Writing as a genre in the Indian context	PO 1 /PSO3,9	R,U	F, C	L	

CO -2	To understand the struggles of these writers in overcoming barriers of gender, caste, class and culture	PO1/PSO3,9,14	U,An	P	L	
CO -3	To get acquainted with the Indian literary figures associated with Women's writing.	PO5,8/PSO3,4	An,E	C	L	P
CO -4	To understand the growth and changing perspectives of women as represented through literary works	PO2,3,8/PSO2,1 1	Ap, E	C	L	
CO -5	To prepare the learners to comprehend, assess and analyze the role of women in the relatively changing world, and chart a literary historiograph	PO2,3 5,8/PSO11,14,15	E,C	P,M	L	P

	y of women in India					
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F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PS O 2	PS O 3	PSO 4	PSO 9	PS O 11	PS O 14	PSO1 5	PO 1	PO 2	PO 3	PO 5	PO 8
C O 1	1	1						1				
C O 2	2	1						2				
C O 3			1								1	1
C O 4	3		2	2	1				1	2		1
C O 5		1		3	1	2	2	3	2	3		1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments

- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓		✓	✓
CO 3	✓			✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓



University of

Kerala

Discipline	ENGLISH				
Course Code	UK3DSCENG203				
Course Title	DALIT NARRATIVES				
Type of Course	DSC				
Semester	III				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-	-	4
Pre-requisites					

Course Summary	This course delineates the emergence and evolution of Dalit Narratives as a pertinent discourse in contemporary India. The course helps the students to identify major Dalit movements, Dalit leaders, Dalit literary and non-literary narratives from different parts of the nation which facilitated the germination and growth of Dalit identity as a pivotal factor in the making of India as a nation.
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Detailed Syllabus:

Module	Unit	Introducing the key literary and theoretical concepts of Dalit Narratives	Hrs15
I		Definitions of Dalit – varna and caste hierarchy – opposition to Brahminical hegemony and ideology – bhakti movement – Dr B. R. Ambedkar’s contributions to Dalit movement – Early leaders of Dalit movements – Dalit Panther movement – Adi Dharm movement – Dalit Buddhist movement – role of Brahmo Samaj and Arya Samaj – Dalit movement in Kerala and the contributions of Dalit leaders in Kerala renaissance – language of the Dalit – Dalit Feminism - Dalit women writers – contemporary Dalit movements	
		References: https://egyankosh.ac.in/bitstream/123456789/52245/1/Block-1.pdf https://www.fortell.org/wp-content/uploads/2022/04/Issue-No.43-July-2021-18-29.pdf https://ebooks.inflibnet.ac.in/engp11/chapter/dalit-aesthetics/	
II		Dalit Poetry	15
	1	Arun Kamble: “Yesterday They Have Announced” Marathi Dalit Poetry in English Translation: Yesterday They Have Announced:Arun Kamble	
	2	Chandramohan Sathyanathan: “Portrait of the Poet as a Young Woman”	

		https://iwp.uiowa.edu/sites/iwp.uiowa.edu/files/2024-06/SATHYANATHA_sample_formatted2.pdf	
	3	Om Prakash Valmiki: “The Well Belongs to the Landlord” https://www.youtube.com/watch?v=t5-OpV5ppT0 (see transcript)	
	4	S. Joseph: “A Letter to Malayalam Poetry” A Letter to Malayalam Poetry - S. Joseph - India - Poetry International	
	5	Joopaka Subhadra: “Avva: My Mother” AVVAS STACK OF GRIEF by JOOPAKA SUBHADRA 1.pdf (adbcollege.org)	
	6	Kalyani Thakur: “Chandalini’s Poem” Chandalini’s Poem চণ্ডালিনীর কবিতা Cordite Poetry Review	
	7	Sukirtarani: “Infant Language” [Infant language] by Sukirtharani Poemist	
III		Fiction	15
	8	Bama: “The Verdict” <i>Just One Word</i> . Bama: trans Malini Sheshadri : OUP India; 1st edition (27 October 2017)	
	9	C. Ayyappan: “Spectral Speech”	
	10	Shyamal Kumar Pramanik: “Champaburi, or the Story of a Village” <i>Selected Writings of Shyamal Kumar Pramanik</i> . Routledge, 2023. chapter 4	
	11	Dalpat Chauhan: “Fear”	

		Fear and Other Stories Dalpat Chauhan: trans Hemang Ashwinkumar: Penguin Hamish Hamilton (24 April 2023) -	
IV		Life Writings	15
	12	Sharmila Rege: "Introduction" <i>Writing Caste Writing Gender: Narrating Dalit Women's Testimonies</i> . Zubaan, 2006, pp. 1-8.	
	13	Sujatha Gidla: <i>Ants Among Elephants: An Untouchable Family and the Making of Modern India</i> . Strauss and Giroux, 2017.	
V		Non- Fiction	15
	14	Dr B. R. Ambedkar: "Speech at Mahad". <i>Poisoned Bread: Translations from Modern Marathi Dalit Literature</i> . Orient Longman, 1992, pp. 223-233.	
	15	Sharatchandra Muktibodh: "What is Dalit Literature". <i>Poisoned Bread: Translations from Modern Marathi Dalit Literature</i> . Orient Longman, 1992, pp. 267-270.	
	16	Gopal Guru: "Dalit Women Talk Differently". <i>Economic and Political Weekly</i> . Oct 14-21, 1995, pp. 2548-2550.	

Recommended Reading:

1. Ambedkar, B. R. S. Anand, Arundhati Roy (ed). *Annihilation of Caste*. Navayana, 2014.
2. Dangle, Arjun. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Orient Longman, 1992.
0. Limbale, Sharankmar. *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*. Trans. Alok Mukherjee. Orient Longman, 2004.
0. Pan, Anantita. *Mapping Dalit Feminism: Towards an Intersectional Standpoint*. Sage, 2021.
0. Rege, Sharmila. *Writing Caste/ Writing Gender: Reading Dalit Women's Testimonies*. Zubaan, 2006.

0. Satyanarayana, K. and Susie Tharu. *No Alphabet in Sight: New Dalit Writing from South India, Dossier 1: Tamil and Malayalam*. Penguin, 2011.
0. [Editorial: Why should we read Dalit literature? \(sagepub.com\)](#): “Why Should we Read Dalit Literature”.
0. <https://feminisminindia.com/2024/03/27/from-margin-to-centre-the-historical-emergence-of-dalit-feminism-as-a-politics-of-difference/> : “From Margin to Centre: Hisotrical Emergence of Dalit Feminism as Politics of Difference”.
0. [The Revolutionary Journey Of Dalit Literature | HuffPost Life](#) : “The Revolutionary Journey of Dalit Literature”.
0. [“Only ash knows the experience of burning”: An Interview with Dalit Writer Jai Prakash Kardam – Round Table India](#) : An Interview with Dalit Writer Jai Prakash Kardam

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the aesthetics of Dalit identity and analyse the significance of studying Dalit narratives as significant plural discourses evolving from the margins kept against the notions of human experiences as singular and uniform.	U, An	PSO-2, PSO-3
CO-2	Critically delineate the pivotal role played by Dalit writers emerging from different regions of India as	R, U, An	PSO-11

	forms of resistance against marginalisation, casteism and Brahminical knowledge.		
CO-3	Trace the history of the emergence and evolution of Dalit narratives, find the distinctiveness as well as similarities of Dalit experiences narrated in literatures emerging from various spaces.	An, Ap, U	PSO-2, PSO-3, PSO-15
CO-4	Trace the significance to the female experiences within the Dalit space, identify who the major female Dalit voices are and critically place them in the arena of postmodern feminisms.	E, An, Ap, R	PSO- 2, PSO-15
CO-5	Develop the critical ability to subvert the superior/inferior dichotomy by academically engaging with the narratives.	An, E	PSO-11

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1. CO-1	Understand the aesthetics of Dalit identity and analyse the significance of studying Dalit narratives as significant plural discourses evolving from the margins kept against the notions of human experiences as singular and uniform.	PO 1, PSO-2, PSO-3	U, An	C, P	L	-

0. CO -2	Critically delineate the pivotal role played by Dalit writers emerging from different regions of India as forms of resistance against marginalisation, casteism and Brahminical knowledge.	PO1, PO 2, PSO-11	R, U, An	F, C, P	L	-
0. CO -3	Trace the history of the emergence and evolution of Dalit narratives, find the distinctiveness as well as similarities of Dalit experiences narrated in literatures emerging from various spaces.	PO 2, PO 5, PSO-2, PSO-3, PSO-15	An, Ap, U	C, P	L	
0. CO -4	Trace the significance to the female experiences within the Dalit space, identify who the major female Dalit voices are and critically place them in the arena of	PO1, PO8, PSO-2, PSO-15	R, An, E, Ap	F, C, P,	L	-

	postmodern feminisms.					
0. C0-5	Develop the critical ability to subvert the superior/inferior dichotomy by academically engaging with the narratives.	PO5, PO 8, PSO-11	An, E	C, P	L	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO2	PSO3	PSO1 1	PSO 15	PO1	PO2	PO3	PO4	PO5	PO8
CO 1	2	2	-	-	3					
CO 2	-	-	2	-	1	3				
CO 3	1	2	-	2		1			3	
CO 4	2	-		3	2					1
CO 5	-	-	3	-					1	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam

- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓		✓

**University of Kerala**

Discipline	ENGLISH				
Course Code	UK3DSCENG204				
Course Title	Film and Literature				
Type of Course	DSC				
Semester	III				
Academic Level	200 – 299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites					
Course Summary	This course aims to make the student comprehend the significance of film adaptations and its cultural contexts. It also attempts to critically evaluate the				

	complexities of adaptations and evaluate it as an art form which draws on other forms of art.
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Detailed Syllabus:

M o d u l e	U n i t	C o n t e n t	H r s
I		The World of Adaptations: An Introduction	15
	1	Andrew Sarris – “Literature and Film”, <i>The Bulletin of the Midwest Modern Language Association</i> 4.1 (1971)pp 10-15 https://sci-hub.st/10.2307/1314967	
	2	History of Film Adaptations – various types of film adaptations – language of cinema and fiction – advantages and challenges in adaptations – notion of fidelity – Borrowing and Intersecting – Intertextuality – different genres and its adaptations.	
	3	Hayward, Susan. “Adaptation”. <i>Cinema Studies: The Key Concepts</i> . Routledge, 2001. 03 – 09. https://cpb-ap-se2.wpmucdn.com/thinkspace.csu.edu.au/dist/5/1410/files/2015/10/Cinema-Studies-Key-Concepts-1-289afca.pdf	
II		Fiction and Film: Adaptations of Novels	15
	4	Harper Lee’s <i>To Kill a Mocking Bird</i> (1960) and Robert Mulligan’s <i>To Kill a Mocking Bird</i> (1962) https://archive.org/details/to-kill-a-mockingbird-1962-restored-movie-576p-sd	
	5	Asbell, Corrine. <i>Book to Movie Adaptations: From Page to Screen</i> . https://fictionphile.com/book-to-movie-adaptations/	

III	Theatre and Film: Adaptations of Plays	15
6	Austin, Graham. "Macbeth: Three Distinctive Adaptations of Shakespeare's Scottish Play" https://thetwingeeks.com/2020/04/06/macbeth-three-distinctive-adaptations-of-shakespeares-scottish-play/	
7	William Shakespeare's <i>Macbeth</i> and Akira Kurosawa's <i>Throne of Blood</i> (1957) https://archive.org/details/throne-of-blood	
IV	Adaptations of Fairy Tales	15
8	Haase, Donald P. "Gold into Straw: Fairy Tale Movies for Children and the Culture" http://wsufairytales.pbworks.com/w/file/fetch/72326312/Haase%20Fairy%20Tale%20Movies%20for%20Children%20and%20the%20Culture%20Industry.pdf	
9	From Text to Screen: Assessing SHREK through the lens of Barthes' Narrative Functionalities and Eckart Voigt's Metadaption by Dr. Debaleena Dutta: pgs 352-355 https://www.researchgate.net/profile/Debaleena-Dutta-3/publication/360076572_From_Text_to_Screen_Assessing_SHREK_through_the_lens_of_Barthes'_Narrative_Functionalities_and_Eckart_Voigt's_Metadaption/links/64908c0b8de7ed28ba3e19e4/From-Text-to-Screen-Assessing-SHREK-through-the-lens-of-Barthes-Narrative-Functionalities-and-Eckart-Voigts-Metadaption.pdf	
10	William Craig's <i>Shrek</i> and <i>Shrek</i> (2001) by Andrew Adamson and Vicky Jenson	

V	The Framework of Adaptations		15
	11	Discuss <i>Goat Life</i> as an adaptation Practicum/ Activities for Students: Creating screenplays – adapting short stories, poems, novels, plays, etc.	

References

- Ali, Farzana. *Literary Adaptations: From Page to Screen*. YKING Books, 2017.
- Dudley, Andrew. *Concepts in Film Theory*. OUP, 1984.
- Hayward, Susan. *Cinema Studies: The Key Concepts*. Routledge, 2001.
- Holderness, Graham. *Samurai Shakespeare: Early Modern Tragedy in a Feudal Japan*. Edward Everett Root, 2021.
- Hutcheon, Linda. *A Theory of Adaptation*. Routledge, 2012.
- Lowe, Victoria. *Adapting Performance Between Stage and Screen*. Intellect Books, 2020.
- Seger, Linda. *The Art of Adaptation*. Holt Paperbacks, 1992.
- Sondhi, Jigyasa and Himadri Roy, eds. *Author to Auteur: Theories and Film Adaptations*. Worldview Publications, 2022.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	To define and understand the difference between the mediums	R, U	PSO 5, 9, 15
CO-2	To categorize the different depictions and to examine its relevance in adaptations	R, U	PSO 2, 4
CO-3	To evaluate adaptations in the form of various genres	An, E	PSO 10, 14
CO-4	Familiarize with the theory, script, methods and craft of adaptations and recognize its application	U, Ap	PSO 1, 2

CO-5	To design scripts as per the norms of adaptations and realize the possible career options in the field	Ap, C	PSO 5, 6, 10
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R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	To define and understand the difference between the mediums	PO 1, PSO 5, 9, 15	R, U	F, C	L	
2	To categorize the different depictions and to examine its relevance in adaptations	PO 2, PSO 2, 4	R, U	C	L	
3	To evaluate adaptations in the form of various genres	PO 2, PSO 10, 14	An, E	C, P	L	P
4	Familiarize with the theory, script, methods and craft of adaptations and recognize its application	PO4, PSO 1, 2	U, Ap	P, M	L	
5	To design scripts as per the norms of adaptations and realize the possible career options in the field	PO 3, PSO 5, 6, 10	Ap, C	M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 4	PSO 5	PSO 6	PSO 9	PS O 10	PS O 14	PS O 15	PO 1	PO 2	PO 3	P O 4
C O 1	-	-	-	3	-	2	-	-	2	2	-	-	-
C O 2	-	1	2	-	-	-	-	-	-	-	1	-	-
C O 3	-	-	-	-	-	-	1	2	-	-	2	-	-
C O 4	2	2	-	-	-	-	-	-	-	-	-	-	2
C O 5	-	-	-	3	2	-	2	-	-	-	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
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CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓	✓		✓
CO 5	✓	✓	✓	✓



University of Kerala

Discipline	ENGLISH
Course Code	UK3DSCENG205
Course Title	WRITING FOR WELLNESS
Type of Course	DSC
Semester	III
Academic Level	200 - 299

Course Details	Credit	Lecture Per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. A general awareness about emotional and mental health 2. Have an idea of blogging/journaling as self reflective activities				
Course Summary	In this course, students will be introduced to the theory and practice of therapeutic writing as a meaningful tool for emotional expression, mental health support, and personal growth. It aims to help learners trace the psychological and neuroscientific foundations of expressive writing and understand how reflective and creative forms such as journaling, storytelling, poetry, and blogging can contribute to healing.				

Module	Unit	Introduction to Therapeutic Writing:	Hours
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I	Definition, history, scope, and significance of writing as a tool for healing. Differences between expressive, reflective, and creative writing.		15 Hr s
	1	1. Didion, Joan. "On Keeping a Notebook." Slouching Towards Bethlehem, Farrar, Straus and Giroux, 1968. Didion https://blogs.baruch.cuny.edu/2150htfa/files/2021/08/Didion_Notebook.pdf 2. Hasyim, Said. "Memory and Self-Discovery Through Writing." Peak Brain Plasticity, 10 Nov. 2023 https://www.saidhasyim.com/post/peak-brain-plasticity/memory-and-self-discovery-through-writing/ 3. Hasson, Uri. "The Neuroscience Behind Storytelling." TEDx Talks, 2016. YouTube, uploaded by TEDx Talks. https://www.youtube.com/watch?v=Q3_MYEd3DHg https://www.youtube.com/watch?v=Q3_MYEd3DHg Suggested Readings: Pennebaker, James W. Writing to Heal: A Guided Journal for Recovering from Trauma & Emotional Upheaval. New Harbinger Publications, 2004. "How Writing by Hand Improves Memory and Learning?" Varthana. https://varthana.com/student/how-writing-by-hand-improves-memory-and-learning/.	
II	Creative Writing and Mental Health		15 Hr s
		Poetry, short stories, and letters as mediums of self-expression and healing.	

	2	5. “Try to Praise the Mutilated World” by Adam Zagaiewski https://www.poetryfoundation.org/poems/57095/try-to-praise-the-mutilated-world-56d23a3f28187 6. “Through the Tunnel” by Doris Lessing https://www.cusd80.com/cms/lib/AZ01001175/Centricity/Domain/4937/the%20tunnel%20text.pdf	
		Suggested Reading: Furman, Rich. Poetry Therapy: The Use of Poetry in Psychotherapy. Taylor & Francis, 2021 Hunt, Celia, and Fiona Sampson. Writing, Self and Reflexivity. Palgrave Macmillan, 2006.	
III		Therapeutic Writing in Group and Clinical Settings.	15
	3	Grief therapy, PTSD recovery, addiction rehabilitation To read: 7. Hemingway, Ernest. “A Clean, Well-Lighted Place.” https://yale.learningu.org/download/51358dbc-0c73-4e33-8cfb967c55a621f5/H2976_Hemingway_A%20Clean%20Well%20Lighted%20Place.pdf 8. “The Healing Power of Storytelling”	Hrs

		https://www.psychologytoday.com/us/blog/un-numb/202312/the-healing-power-of-storytelling	
		Suggested reading: White, Michael & Epston, David. Narrative Means to Therapeutic Ends. Norton, 1990 Suggested viewing: How Storytelling Can Heal Trauma and Our Divided World MeiMei Fox TEDxBocaRaton https://www.youtube.com/watch?v=ymJX7Qdygwo	

I V		Journaling for Emotional Regulation	
	4	Self -reflection -Gratitude journaling - Reflective journaling 9.Blogging for mental health and wellness: By AIContentfy team https://aicontentfy.com/en/blog/blogging-for-mental-health-and-wellness 10.James Pennebaker on expressive writing and trauma recovery. Practice: 10-minute daily journal writing exercises. American Psychological Association. “Speaking of Psychology: Expressive Writing Can Help Your Mental Health, with James Pennebaker, PhD.” Speaking of Psychology, 8 Feb. 2023. https://www.apa.org/news/podcasts/speaking-of-psychology/expressive-writing	
		Suggested reading: Mohr, David C., et al. “The Behavioural Intervention Technology Model: An Integrated Conceptual and Technological Framework for eHealth and mHealth Interventions.” Journal of Medical Internet Research, 2014 Suggested viewing: “7 FREE MENTAL HEALTH APPS YOU NEED TO KNOW ABOUT!” https://www.youtube.com/watch?v=lgu1NjCtdDE	

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V		Practicum	
	5	11. Write a poem or narrative exploring a personal emotional experience. Peer review and reflective analysis. 12. Create a writing portfolio or mental health blog that reflects the therapeutic writing process/ Students use a free journaling app (e.g., Day One, Journey, Moodnotes) or Google Docs to maintain a daily digital journal focused on emotional check-ins and gratitude entries	
		Suggested reading: Frank, Anne. The Diary of a Young Girl. 1947. Translated by B. M. Mooyaart (1947)https://cbseacademic.nic.in/web_material/doc/novels/3_The%20Diary%20of%20a%20Young%20Girl.pdf Suggested viewing: Gottlieb, Lori. "How Changing Your Story Can Change Your Life." TED, Sept. 2019. YouTube, uploaded by TED. https://www.youtube.com/watch?v=O_MQr4lHm0c	

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO Addressed
CO-1	Define therapeutic writing and describe its psychological basis.	U	1
CO-2	Apply journaling and creative writing techniques for self-awareness.	Ap	3,5
CO-3	Analyse therapeutic narratives from clinical and personal perspectives.	E, An	2

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO Addressed
CO-4	Develop a personal writing practice that promotes emotional well-being.	Ap, C	3
CO-5	Create ethical and meaningful writing outputs for personal or community healing.	C, E	5

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Define therapeutic writing and describe its psychological basis.	PO1/PSO1	R	F,C	L	
2	Apply journaling and creative writing techniques for self-awareness.	PO 3,4/PSO 3,5	U,Ap	C,P	L	P
3	Analyse therapeutic narratives from clinical and personal perspectives.	PO 1,2 /PSO 2	E,An	C	L	
4	Develop a personal writing practice that promotes emotional well-being.	PO 6 /PSO 3	Ap,An	P,M	L	P

5	Create ethical and meaningful writing outputs for personal or community healing.	PO 5 /PSO 5	C	M	L	P
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F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO5	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	2				1					
CO 2			2	2			2	2		
CO 3		2			3	1				
CO 4			3					3		2
CO 5				1					2	

Assessment Rubrics

Quiz / Assignment / Discussion / Workshop

Midterm Exam

Reflective Writing Journal

Writing portfolio or blog

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
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CO1	✓			✓
CO2	✓	✓		✓
CO3	✓			✓
CO4	✓	✓	✓	✓
CO5		✓	✓	✓

Course Activities

1. **Journaling Practice:** Daily/weekly reflections on mood, experiences, and challenges.
2. **Creative Writing Exercises:** Writing short poems, stories, or letters to self/others.
3. **Group Sharing Circles:** Safe spaces for voluntary reading and discussion.
4. **Guest Sessions:** Mental health professionals or therapeutic writers.
5. **Compilation of writing pieces with a reflective self-analysis.**



University of

Kerala

Discipline	ENGLISH
Course Code	UK3DSEENG200
Course Title	HISTORY OF ENGLISH LANGUAGE

Type of Course	DSE				
Semester	III				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	A strong understanding and an interest for exploring the historical, socio-cultural and literary achievements of England.				
Course Summary	The course intends to provide a thorough understanding of the diachronic development of the English language into a global language with special emphasis on various social, cultural and historical factors which resulted in significant changes in vocabulary, pronunciation and semantics.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Module 1- Old English		15
	1	Language families – Indo-European family – Germanic group	
	2	Consonant shift- Grimm’s law- Verner’s law- Umlaut and Ablaut	
	3	Old English and its features	
	4	Dialects of Old English	
	5	Celtic, Latin and Scandinavian influences	
II	Module 2 - Middle English		15

	6	Norman Conquest and its impact on English language	
	7	French influence on English language	
	8	Middle English and its features	
	9	Contributions of Geoffrey Chaucer	
	10	Impact of Bible Translations	
	11	Rise of Standard English	
III	Module 3- Modern English		15
	12	Impact of Renaissance and Reformation in the development of English language.	
	13	Modern English and its features	
	14	Changes in pronunciation (Great Vowel Shift)	
	15	Spelling reforms	
	16	Contributions of Spenser, Shakespeare and Milton to English language	
	17	Development of Dictionaries- Dr. Johnson's dictionary, The Oxford English Dictionary	
IV	Module 4-Process of Word Formation & Semantic changes		15
	18	Word formation --Imitation, Conversion, Abbreviation, Portmanteau Words, Compounding, Acronyms, Extension of Meaning, Affixation, Telescoping , Syncopation, Corruption,	

		Metanalysis, Words from Proper Nouns, Back Formation, Freak Formation, Reduplication	
	19	Semantic changes in English -Widening, Narrowing of Meaning, Degeneration, Amelioration, Radiation, Synaesthesia, Metonymy, Synecdoche, Euphemism	
	20	Jargon, Slang, Dialects	
V	Module 5-English as a Global Language		15
	21	Varieties of English-Indian English-American English-British English	
	22	English as a Global Language	
	23	Digital English	
	24	Future of English as an International Language	

Recommended Reading:

Barber C.L. John C Beal and Philip A Shaw. *The English Language: A Historical Introduction*. New York: CUP, 2004.

Baugh, Albert C, Thomas Cable. *A History of the English Language*. London: Routledge, 2012.

Crystal, David. *The Stories of English*. London: Penguin Books Ltd., 2005.

Kumari, K. Radha, *A Concise History of English Literature and Language*. Noida: Primus Books, 2013.

Mallik, Nilanko. *Historical and Social Evolution of the English Language*. New Delhi: Educreation Publishing, 2017.

McIntyre, Dan. *History of English: A Resource Book for Students*. London: Routledge, 2020.

Wood, Frederick T. *An Outline History of English Language*. Noida: Macmillan Publishers India Pvt Ltd., 2000.

e- resources:

“English language” <https://www.britannica.com/topic/English-language>

“The History of English” <https://www.thehistoryofenglish.com/>

“Studying the History of English” [http://www.raymondhickey.com/index_\(SHE\).html](http://www.raymondhickey.com/index_(SHE).html)

“History of the English Language” https://en.wikipedia.org/wiki/History_of_English

“Word formation “ https://en.wikipedia.org/wiki/Word_formation

“English as a Global language” <https://sastra.um.ac.id/wp-content/uploads/2009/10/English-as-a-Global-Language-Its-Historical-Past-and-Its-Future-Zuliati-Rohmah.pdf>

“History of English language”
https://sde.uoc.ac.in/sites/default/files/sde_videos/History%20of%20English%20Language_0.pdf

“History of English Language”<https://manuu.edu.in/dde/sites/default/files/DDE/DDE-SelfLearnmaterial/12jan2023/History-of-English-language-and-literature.pdf>

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Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Gain knowledge of the paradigm shifts in the development of English	U, R	2
CO-2	Imbibe the historical, social and cultural factors that went into the shaping of the English Language	U, An	2,3
CO-3	Understand the contributions of major writers towards the development of English Language	U, R	2
CO-4	Comprehend the process of word formation and semantic changes in English	U, An	1,5,6
CO-5	Recognize the varieties of English and analyse English language in a global context.	U	1,6

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Gain knowledge of the paradigm shifts in the development of English	1,4/2	U, R	F	L	
CO-2	Imbibe the historical, social and cultural factors that went into the shaping of the English Language	1,4/2,3	U, An	F,C	L	
CO-3	Understand the contributions of major writers towards the development of English Language	1/2	U, R	C	L	
CO-4	Comprehend the process of word formation and semantic changes in English	2,3,6/1,5,6	U, An	C,P	L	
CO-5	Recognize the varieties of English and analyse English language in a global context.	4,5/1,6	U	P,M	L	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1		2				1			2		
CO 2		2	2			2			1		
CO 3		3				3					
CO 4	2			1	3		2	1			2
CO 5	2				2				2	1	

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓		✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓		✓	✓



**University of
Kerala**

Discipline	English				
Course Code	UK3DSEENG201				
Course Title	AI AND DIGITAL LITERATURE				
Type of Course	DSE				
Semester	III				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1. 2.				
Course Summary	In this course, students will explore the dynamic intersection of artificial intelligence and digital literature, delving into how AI technologies are reshaping the landscape of literary creation, consumption, and analysis. Through a combination of theoretical discussions, hands-on activities, and case studies. Students will investigate the ethics of AI in generating, interpreting, and interacting with digital literary works				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		Introduction to Digital Literature and AI Tools	15

	1	AI Tools- Twine, Inkwriter. StorySpace, Scrivener, Inform, sudowrite, Botnik, AI Dungeon etc	
	2	Identifying authors with AI-Text generation models-Creating stories with AI-Collaborating with AI in storytelling, Digital storytelling platforms-Hypermedia literature-Electronic literature-Interactive fiction-Hypertext fiction-Transmedia storytelling-Virtual reality narratives	
		Practicum: Digital Lit Lab Sessions	
II	Digital Literature and AI Tools		15
	3	Digital Literature- Types- AI-generated stories-Interactive storytelling-AI writing tools-Reader interaction in digital stories AI in literary critique-Ethical considerations of AI in literature-Challenges of AI in writing-Future of AI and Digital literature-Sentiment analysis in stories “AI in Literature: Is the Future Automated Storytelling” by Byron Matthiopoulos AI In Literature: Is The Future Automated Storytelling? - Slash	
		Practicum : Digital Literature Creation	
III	Digital Literature		15
	4	“Monotony”: Subhanjali Saraswati https://iitikship.iiti.ac.in/site/chapters/e/10.57004/book1.h/	
	5	A Sonnet, Fiction Poetry, and A rap “Call me Rapper” : Akash Yadav https://iitianraps.wordpress.com/2017/04/15/rap call me rapper/	
	6	Sonnet 18 William Shakespeare Rapped By Wes Tank https://www.youtube.com/watch?v=lcA1DqcpFGI	

	7	You vs. Wild : Ben Simms Bear Grills https://www.netflix.com/in/title/80227574	
	8	Twelve Blue : Michele Joyce https://www.eastgate.com/TwelveBlue/	
IV	Critical Response		15
	9	Active Reader role- Digital Affordance-interpretive Communities- Subjective interpretation-Close reading-Application and Reflection	
	10	Introduction,Digital Literature and Critical Theory : Annika Elstermann https://library.oapen.org/bitstream/id/ee10ae58-6d51-44a8-8e13-36b362e2e5c2/9781003361909_10.4324_9781003361909-1.pdf	
	11	“Letter One:Reading, The Canary in the Mind” Reader Come Home Maryanne Wolf. Harper Collins 2018 https://www.wbur.org/onpoint/2018/08/21/reader-come-home-maryanne-wolf	
		Practicum : Self Reflective Digital Literature Analysis of Project From Module 2	
V	Ethics in Digital Creativity		15
	12	Ethical Principles and Frameworks, Intellectual Property and Copyright,representation and Diversity, Privacy and Data Ethics, Accessibility and Inclusivity, Ethical Decision Making	
	13	Keeping Education Relevant in Times of Change “ Patrick Camilleri	

		https://media-and-learning.eu/type/featured-articles/keeping-education-relevant-in-times-of-change/	
	14	Literature in the Age of Artificial Intelligence: A Preliminary Study on the Big Language Model AI, Yan Hu https://www.atlantis-press.com/proceedings/ichssr-23/125990968	

Reference

Hamlet on the Holodeck: The Future of Narrative in Cyberspace" by Janet H. Cinninnius
The Echo Chamber: AI and the Degradation of Digital Literature
"Electronic Literature: New Horizons For Literature by N. Katherine Hayle
From Textbooks to Chatbots: Integrating AI in English literature classrooms https://www.je-lks.org/ojs/index.php/Jelks_EN/article/download/1135860/1370/

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	From automated storytelling algorithms to AI assisted literary analysis; participants will gain insight into the evolving role of AI in Digital literary practice and scholarship.	U	1,2

CO-2	Through interdisciplinary inquiry, critical analysis, and hands-on exploration, students will examine the intersections of creativity, computation, and culture in the context of digital literature.	R, U, A	2,4
Co 3	Students will be able to critically Evaluate Digital Literature	E,	2,4
Co4	Students will be able to create Digital Literature With the help of Ai Tools	Ap, C	5,6
Co5	Students will be able to identify the ethical principles in digital era	R,U, Ap	8

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	From automated storytelling algorithms to AI assisted literary analysis; participants will gain insight into the evolving role of AI in Digital literary practice and scholarship.	1/1,2	U	F,C	T	
CO-2	Through interdisciplinary inquiry, critical analysis, and hands-on exploration, students will examine the intersections of creativity,	1,2/2,4	R, U, A	C,P	T	P

	computation, and culture in the context of digital literature.					
Co 3	Students will be able to critically Evaluate Digital Literature	2/2,4	E,	C	T	P
Co4	Students will be able to create Digital Literature With the help of Ai Tools	3,4,7/5,6	Ap, C	P	T	P
Co5	Students will be able to identify the ethical principles in digital era	4/8	R,U, Ap	M	T	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO4	PSO5	PSO5	PSO8	PO1	PO2	PO3	PO4	PO7
CO 1	2						2	1			
CO 2		2	2				1	2			
CO 3		2	2					1			
CO 4				3	1	1			2	1	2
CO 5						3				1	

Correlation Levels:

Level	Correlation
-	Nil

1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓		✓	✓
CO 4		✓	✓	✓
CO 5		✓		✓

**University of Kerala**

Discipline	ENGLISH
Course Code	UK3 DSEENG202
Course Title	Sports Literature
Type of Course	DSE
Semester	III

Academic Level	200 – 299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	1.				
Course Summary	In this course, students will be offered an opportunity to trace the link between sports and literature and know how creative artists have represented the spirit of sports in literary works and films. The attempt is to imbibe the spirit of positivity through different genres associated with sports literature and provide the students to engage in different activities related to the form.				

Detailed Syllabus:

Module	Unit	Content	Hours
I	Sports Literature: Introduction		15
	1	Sports literature – characteristic features/elements of the genre – reasons for its popularity – impact of sports upon society – psychological impact of sports literature	
	2	Jarvie, Grant. “Introduction”. <i>Sport, Culture and Society: An Introduction</i> . Routledge, 2006. https://api.pageplace.de/preview/DT0400.9781317422723_A30450057/preview-9781317422723_A30450057.pdf	
	3	Weiner, Natalie. “The Line of Fire”. https://www.sbnation.com/2019/11/13/20955539/gun-violence-statistics-prevention-facts-high-school-football-america	
II	Sports in Lyric and Short Fiction		15
	4	Housman, A.E. “To an Athlete Dying Young”. https://www.poetryfoundation.org/poems/46452/to-an-athlete-dying-young	
	5	Wavin’ Flag –K’NAAN	

		https://www.youtube.com/watch?v=VrurenhpPxE	
	6	Wright, James. "Autumn Begins in Martins Ferry, Ohio". https://www.poetryfoundation.org/poems/47733/autumn-begins-in-martins-ferry-ohio	
	7	Betjeman, John. "A Subaltern's Love Song". https://poetryarchive.org/poem/subalterns-love-song/	
	8	Thurber, James. G. "You Could Look It Up" (Short story) https://storyoftheweek.loa.org/2010/09/you-could-look-it-up.html	
III	Writing the Self: Sagas of Perseverance		15
	9	Hauser, Thomas. <i>Muhammad Ali: His Life and Times</i> (the first chapter, 'Origins'). Robson Books, 2004. https://books.google.co.in/books?id=7K6-AgAAQBAJ&pg=PP7&source=gb_s_selected_pages&cad=1#v=onepage&q&f=false	
	10	Tendulkar, Sachin. <i>Playing It My Way</i> (chapter II, Learning the Game). Boria Majumdar. Hodder & Stoughton, 2014. https://books.google.co.in/books?id=o4tmBAAAQBAJ&pg=PT5&source=gb_s_selected_pages&cad=1#v=onepage&q&f=false	
	11	King, Billy Jean. <i>All In: An Autobiography</i> (Chapter One). Johnette Howard and Maryanne Vollers. Viking, 2021. Excerpts. https://www.penguinrandomhouse.ca/books/535045/all-in-by-billie-jean-king-with-johnette-howard-and-maryanne-vollers/9781039002180/excerpt	
IV	Sports Narratives		15

	12	Macdonell, A.G. <i>England, Their England</i> . Chapter I Macmillan, February 1933. https://archive.org/details/in.ernet.dli.2015.149415	
	13	Narayan, R.K. “The M.C.C.” (Chapter Thirteen). <i>Swami and Friends</i> .	
	14	<i>Mary Kom</i> . Dir. Omung Kumar (2014)	
V	Practicum		15
	15	Reporting events/matches – writing introduction, headlines, captions for photographs – script for events – commentary – analysis of popular sports advertisements featuring sports personalities. (Ads of popular brands as examples; commentaries of renowned experts and sports reports of journalists to be used as examples) Reference: O’ Brien, Tim. “The Sports Feature”, <i>Medium</i> Sep 27,2018 https://medium.com/@timmy.ob28/the-sports-feature-story-2f7aa17afd5b	
	16	Practicum/ Activities for Students: Create reports of matches/tournaments; visuals with commentary; photo albums of various events; create sports advertisements; conduct interviews with sports personalities.	

Recommended Reading

Queen of Katwe. Dir. Mira Nair (2016)

Bhaag Milkha Bhaag. Dir. Rakeysh Omprakash Mehra (2013)

Chauhan, Anuja. *The Zoya Factor*.

Guha, Ramachandra. *The Commonwealth of Cricket: A Lifelong Love Affair with the Most Subtle and Sophisticated Game Known to Humankind*. 2020

Galeano, Eduardo: *Soccer in Sun and Shadow* (1995)

Films for Viewing:

Lagaan. Dir. Ashutosh Gowariker. Cast: Aamir Khan and Gracy Singh. Prod. Aamir Khan Productions, 2001.

Million Dollar Arm. Dir. Craig Gillespie. Cast: Jon Hamm and Aasif Mandvi. Prod. Walt Disney, 2014.

Pele (Documentary). Dir. David Tryhorn and Ben Nicholas. Prod. David Tryhorn, Ben Nicholas, Kevin Macdonald, *Netflix*, 2021.

References:

Bonzel, Katharina. *National Pastimes: Cinema, Sports, and Nation*. University of Nebraska Press, 2020.

Blunk, Jonathan. *James Wright: A Life in Poetry*. Farrar, Straus and Giroux, 2019.

Cosson, Sean. *Sport and Film*. Routledge, 2013.

Jarvie, Grant. *Sport, Culture and Society: An Introduction*. Routledge, 2006.

Hauser, Thomas. *Muhammad Ali: His Life and Times*. Robson Books, 2004.

Hill, Jeffrey. *Sport and the Literary Imagination: Essays in History, Literature, and Sport*. Verlag Peter Lang. 2006.

King, Billy Jean. *All In: An Autobiography*. Johnette Howard and Maryanne Vollers. Viking, 2021.

Macdonell, A.G. *England, Their England*. Macmillan, 1933.

Morse, Greg. *John Betjeman: Reading the Victorians*. Sussex Academic Press, 2012.

Sutton, D. Antoine. "Introducing A.E. Housman (1859-1936)".

<https://www.cambridgescholars.com/resources/pdfs/978-1-5275-0591-9-sample.pdf>

Tendulkar, Sachin. *Playing It My Way*. Boria Majumdar. Hodder & Stoughton, 2014.

Thurber, James G. "You Could Look It Up". *Baseball's Ten Best Short Stories*. Ed. Paul D. Staudohar. Chicago Review Press. 1995.

Trivedi, Poonam and Supriya Chaudhuri. *Fields of Play: Sport, Literature and Culture*. Orient BlackSwan, 2015.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Define and interpret the features of sports literature	R, U	PSO 2
CO-2	Critically analyze the literary and cultural value of sports literature	An	PSO 3, 13
CO-3	Appraise and develop sportsmanship, perseverance and positivity	E, An	PSO 10
CO-4	To critique the ways in which sports literature engages with the notions such as gender, identity, etc.	E, An	PSO 9, 11
CO-5	Familiarize with career opportunities in sports journalism and sports advertising and to design creative sports articles and advertisements	Ap, C	PSO 4, 5, 12

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Sports Literature Credits: 4:0:0 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Define and interpret the features of sports literature	1/ 2	R, U	F, C	L	
2	Critically analyze the literary and cultural value of sports literature	2/ 3, 13	An	C, P	L	
3	Appraise and develop sportsmanship, perseverance and positivity	5,6/ 10	E, An	M	L	

4	To critique the ways in which sports literature engages with the notions such as gender, identity, etc.	4/9, 11	E, An	C, P	L	P
5	Familiarize with career opportunities in sports journalism and sports advertising and to design creative sports articles and advertisements	3,4/4, 5, 12	Ap, C	P, M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PS O 2	PS O 3	PS O 4	PSO 5	PS O 9	PS O 10	PS O 11	PS O 12	PS O 13	P O1	P O2	P O3	P O4	P O5	P O6
C O 1	2	-	-	-	-	-	-	-	-	2					
C O 2	-	2	-	-	-	-	-	-	1		2				
C O 3	-	-	-	-	-	2	-	-	-					2	2
C O 4	-	-	-	-	2	-	2	-	-				2		
C O 5	-	-	2	3	-	-	-	2				3	3		

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓			✓
CO 3	✓			✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

**University of****Kerala**

Discipline	ENGLISH
Course Code	UK3DSEENG203
Course Title	FAIRY TALE STUDIES

Type of Course	DSE				
Semester	III				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. Have a fundamental grasp of the idea of fairy tales 2. An ability to think critically				
Course Summary	The course will provide an insight into the construct of fairy tales that mirrored the outlook of the world that it inhabited and how its societal and ideological codes evolve with the changing times.				

Detailed Syllabus:

M od ule	U n it	Contents	H r s
I	Module 1: Of Fairies		15
		Fairies and fay stories – ambiguous portrayals – benevolence and malevolence – imps, trolls, ogres, elves, gnomes and other supernatural beings – similar concepts in other cultures – djinns and ifrits – azizas – nymphs – yakshas – paris – the timeless fascination for such stories – its allure and enchantment	
	1	Critical Reading: (i) “On Fairy-Stories” by J.R.R. Tolkien (Page 1-8) https://archive.org/details/on-fairy-stories_202110/page/n9/mode/2up	
		Reference Texts: (i) I Dream of Jeannie – TV show (ii) Aladdin – Animated series (iii) Son Pari – TV Drama (iv) Winx Club – Animated series Instruction: This module will introduce the basic premise of fairies and the stories that evolved from their tales. It will also look at how the idea of fairy differs from culture to culture and is known by various other names.	

II		Module 2: Contextualising Fairy Tales	15
		Stereotypes – active and passive roles – reinforcing ideals – dichotomy of good and evil – gendered roles – portrayal of children – the link between beauty and character – duality and transformation – power structures – acceptance and validation	
	1	Primary Texts: (i) Hansel and Gretel (ii) Sleeping Beauty	
	2	Critical Reading: Hansel and Gretel: A Complex Tale of Parent-Child Interactions by Debbie Hindle https://www.researchgate.net/publication/342756463_Hansel_and_Gretel_a_complex_tale_of_parent-child_interactions	
	3	Critical Reading: The Stereotypical Representation of Women in the classic Fairy Tales, Snow White, Cinderella and Sleeping Beauty by Anisa Dyah Berlianti https://www.researchgate.net/publication/353009991_The_stereotypical_representation_of_women_in_the_classic_fairy_tales_Snow_White_Cinderella_and_Sleeping_Beauty Instruction: The module will help the student to develop critical acumen that will foreground the ideologically loaded constructs that hide behind the veneer of normalcy in seemingly innocuous fairy tales.	
III		Module 3: The Art of Reading Fairy Tales	15
		How to “read” fairy tales? – constructs and their pervasiveness – establishing ideological norms through reiteration – reading as a political act – the idea of agency	
	4	Morphology of the Folk Tale by Vladimir Propp https://dl1.cuni.cz/pluginfile.php/1156524/mod_resource/content/1/Propp%20Morpohology.pdf (Questions to be limited to the material in the resource provided)	
	5	A fairy tale (R)evolution: The value and the critical reading of fairy tales in the contemporary educational context by Dijana Vuckovic. pp 313-321	

		https://www.researchgate.net/publication/329629330_A_fairy_tale_Revolution_The_value_and_the_critical_reading_of_fairy_tales_in_the_contemporary_educational_context	
		Instruction: The module helps the student to identify and learn critical reading that will bolster his/her analytic skills. The focus should be on how the reader should engage with the text to tease out contradictory perspectives that won't be revealed through simplistic reading.	
IV	Module 4: Re-reading Fairy Tales: Subversive Perspectives		15
		Disney Studios and Fairy tale adaptations – the process of transforming darker tales into fairy tale versions – an era of glorification and idealisation – subversive models – clarion call for celebrating differences and alternate perspectives	
	6	<i>Shrek</i> (2001)	
	7	<i>The Princess and the Frog</i> (2009)	
	8	<i>Maleficent</i> (2014) Instruction: The student should be able to identify and process the subversive narratives that challenge the earlier ones. The student can learn to appreciate how socio-cultural and political signifiers evolve in manifold ways.	
V	Module 5: Crafting New Fairy tales		15
		Re-writing fairy tales – adapting the stories to cultural contexts – disputing the hegemonic structures within the narratives – re-writing history and culture – how experience shapes the new narrative Writing tasks – story-telling sessions – writing workshops – crafting manuscripts – new designs – graphic narratives Instructions: This module should help the student to creatively craft new tales that can reverberate with the ideals that he/she chooses to highlight. The focus should be on encouraging the creativity of the student along with fostering his/ her ability to engage critically with the traditional tales.	

Reading List

Andersen, Hans Christian. *The Complete Fairy Tales*. Fingerprint Publishing, 2018.

Andrade, Daniela Gutierrez. "Beauties in an Ugly World: The Evolution of Feminism in Adaptations of Jeanne-Marie Leprince De Beaumont's Beauty and the Beast." Royal Road, 2019. <https://doi.org/10.48497/DQGJ-A339>.

Brothers Grimm. *The Complete Grimm's Fairy Tales*. Pantheon, 1976.

Cashdan, Sheldon. *The Witch Must Die: The Hidden Meaning of Fairy Tales*. Basic books, 2014.

Chesterton, G.K. "Fairy Tales: An Essay." <https://www.excellence-in-literature.com/fairy-tales-essay-by-g-k-chesterton/>

Duggan, Anne E., et al ed. *Folktales and Fairytales: Traditions and Texts from around the World*. Greenwood, 2016.

Markman, Roberta Hoffman. "The Fairy Tale: An Introduction to Literature and the Creative Process." *College English*. Vol. 45, No. 1 (Jan., 1983), pp. 31-45.

1001 Arabian Nights. Transl. by Richard Burton. Pacific Publishing Studio, 2011.

Prabhu, Gayathri. *Vetaal and Vikram: Riddles of the Undead*. HarperCollins, 2019.

Tatar, Maria. *The Hard Facts of the Grimms' Fairy Tales*. Princeton UP, 2003.

---, ed. *The Cambridge Companion to Fairy Tales*. Cambridge UP, 2014.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Comprehend the ideological nuances in fairytales.	U, An	2
CO-2	Develop a critical acumen with regard to the art of reading.	R, U, E	2.4
CO-3	Process how societal structures inevitably mould our narratives.	R, U, An	3,8
CO-4	Craft new stories that address personal conflicts, thereby aiding in self-expression.	Ap,An, C	5,6,12

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Comprehend the ideological nuances in fairytales.	1/2	U, An	F,C	L	
CO-2	Develop a critical acumen with regard to the art of reading.	1/2.4	R, U, E	C	L	
CO-3	Process how societal structures inevitably mould our narratives.	4,6/3,8	R, U, An	C,P	L	
CO-4	Craft new stories that address personal conflicts, thereby aiding in self-expression.	3,8/5,6,12	Ap,An, C	P,M	L	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**Mapping of COs with PSOs and POs :**

	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 8	PSO1 2	PO 1	PO 3	PO 4	PO 6	PO 8
CO 1	1							2				
CO 2	1		2					1				

C O 3						1				2	2	
C O 4				3	2		2		1			2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓	✓	✓



**University of
Kerala**

Discipline	ENGLISH				
Course Code	UK3DSEENG204				
Course Title	HUMOUR AND LITERATURE				
Type of Course	DSE				
Semester	III				
Academic Level	200 – 299.				
Course Details	Credits	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites					
Course Summary	This course aims to familiarise the students with the various aspects of humour as found in English Literature across time, and also how Language is used for humour. It also looks at the reasons, purposes, contexts and forms, along with the limitations and the appropriateness of humour.				

Detailed syllabus

Module	Unit	Content	Hours
I		Introduction	15
	1	What is humour – functions, contexts, aspects – Types of humour – Evolution – Laughter and humour Required Reading Farman, John. <i>The Very Bloody History of Britain First Bit</i>. Chapters 1 – 5. https://download.e-bookshelf.de/download/0002/2926/68/L-X-0002292668-0004092250.XHTML/index.xhtml Text for Reference	

		“Introduction to the Psychology of Humour” Chapter 1. https://booksite.elsevier.com/samplechapters/9780123725646/Sample_Chapters/02~Chapter_1.pdf	
	2	Ancient Literature and Humour – Anecdotes, Folklore, Mythological, Historical narratives and Humour – Classical Greek, Indian, Arabian, African, Chinese, Japanese, European, Indigenous Required Reading “Ancient Greek Comedy: Definition” by Mark Cartwright https://www.worldhistory.org/Greek_Comedy/ Text for Reference “Humour” Internet Encyclopaedia of Philosophy. https://iep.utm.edu/humor/	
	3	Collect examples of humorous anecdotes from Western and Eastern mythologies. Analyse the elements of similarity in at least 4 of them. Stories from <i>Arabian Nights</i> or Western anecdotes/ folklores/ mythologies may be used.	
	Coordinates of Humour		15
II	4	Theories of Humour –Western and Eastern traditions – Classification of theories of Humour Required Reading Ezekiel, Nissim. “Goodbye Party for Miss Pushpa T. S.” Wodehouse, P G. “Jeeves and the Unbidden Guest” Texts for Reference Siegel, Lee. Part I from <i>Laughing Matters: Comic Tradition in India</i>, U of Chicago P, 1988 (1 – 53)	

		https://archive.org/details/laughingmattersc00lees/page/52/mode/2up?view=theater Fedakkar, Selami “An Evaluation on Classification of Humour Theories” https://dergipark.org.tr/en/download/article-file/1188039	
	5	Contexts of Humour – Linguistic – Social – Cultural – Political – Personal Required Reading Maugham, Somerset. “The Luncheon” Texts for Reference: Jiang, Tonglin, Hao Li and Yubo Huo. “Cultural Differences in Humour Perception, Usage and Implications” <i>Frontiers in Psychology</i> . January 2019. https://doi.org/10.3389/fpsyg.2019.00123 Milner Davis, Jessica. “Humour and its Cultural Context” <i>Humour in Chinese Life and Culture</i> . 2013. http://dx.doi.org/10.5790/hongkong/9789888139231.003.0001	
	6	Collect examples of anecdotes such as those of Mulla or Birbal or Tenali Rama. Analyse the social context and cultural aspects of humour found in at least 4 such anecdotes. Text for Reference Ananth Pai. <i>Tales of Humour</i> . Amar Chitra Kadha. 1998	
III	The Language of Humour		15
	7	Language and Humour – Verbal Humour – Pun – Ambiguity – Irony – Satire Required Reading	

		Collins, Billy. “Lines Composed Three Thousand Miles away from Tintern Abbey” https://www.poetryfoundation.org/poetrymagazine/browse?contentId=39849 Chapter 21 from <i>The Adventures of Huckleberry Finn</i>. Highlighting the re-working of Shakespearean tragedy <i>Hamlet</i> to evoke humour instead of the tragic. Text for Reference Attardo, Salvatore. “Humour in Language” Oxford Research Encyclopaedia of Linguistics. https://web.stanford.edu/class/linguist197a/attardehumorinlanguage.pdf	
	8	Styles of humour – Humour and Psychology – Humour and Health – Humour and Well-being – Humour and Emotional Well-being – Laughter Therapy Required Reading Jerome, Jerome K. “Chapter 3 : Uncle Podger Hangs a Picture”, <i>Three Men in a Boat</i>. Text for Reference: Martin, Rod A, et al. “Individual Differences in Uses of Humor and their Relation to Psychological Well-being: Development of the Humor Styles Questionnaire” <i>Journal of Research in Personality</i>. Elsevier. 37:1, February 2003. Pages 48 – 75. https://doi.org/10.1016/S0092-6566(02)00534-2	
	9	Collect popular examples of pun and ambiguity in English and Malayalam or any other regional language. Compare how the humour works in at least 5 of them.	
IV	Rubrics of Humour		15

	10	Wit and Humour – Comedy and Humour – High Comedy and Low Comedy – Genres of Comedy in Literature – Satire, Parody, Romantic Comedy, Black Comedy, Slapstick Required Reading Wilde, Oscar. <i>The Importance of Being Earnest</i> Act I Text for Reference: Hazlitt, William. “On Wit and Humour” Hoy, Cyrus Henry. “Comedy: Literature and Performance” <i>Encyclopaedia Britannica</i>. https://www.britannica.com/art/comedy	
	11	Appropriateness and political correctness – Power equations and Humour – Humour and Politics – Humour as a form of resistance – Gender, Race and Religion in humour Required Reading Krishnan, Shweta. “The Politics of Politically Incorrect Jokes”. In <i>Plainspeak</i>. https://www.tarshi.net/inplainspeak/the-politics-of-politically-incorrect-jokes/ Text for Reference: Rainbird, Mark. “Humour, Multiculturalism and ‘Political Correctness’” https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=7d5771b69904a1552c1f939220b70a3f07a11649	
	12	Analyse some of the traditional jokes that are now considered as Politically Incorrect. For instance, Blonde jokes, Mother-in-law jokes, Redneck jokes. Write a short assignment on why appropriateness should be maintained while using humour.	
V	Calisthenics in Humour		15
	13	Famous writers and their characteristic humour – William Shakespeare – Mark Twain – Bernard Shaw – P G Wodehouse – R K Narayan	

		Some popular characters – Feste – Falstaff – Tom Sawyer – Huck Finn – Ftatateetah – Swami Analyse the features of the humour found in the works and characters of famous comedies in English, at least two works.	
	14	Contemporary types of humour – Trolls – Standup Comedy – Political satire shows – Spoofs – Lampoons – Spin offs of works and characters Select at least two instances from each genre and attempt a critique.	
	15	Use of humour as commentary and resistance – Famous Political cartoonists – Famous cartoon characters and series Select at least three instances from the above-mentioned domains and attempt an analysis. OR Attempt creating a satire/ cartoon character and a story with it.	

Texts for Recommended Reading/ Watching

Sterne, Laurence. *The Life and Opinions of Tristram Shandy, Gentleman*.

Chaplin, Charles. *Modern Times* (film)

Eagleton, Terry. *Humour*.

Townsend, Sue. *The Secret Diary of Adrian Mole, Aged 13 and ¾*

Hirsch, Ileana Von. *A Funny Thing Happened on the Way to Chemo: A Rather Unusual Memoir*. Short Books. 2018.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Students are acquainted with the intricacies of using humour in Literature	U	1,3
CO-2	Students contextualise the evolution of humour in Literary traditions and how it has evolved across time and genres	R, U	2
CO-3	Students develop an awareness about the pitfalls to be avoided while using humour and also get sensitised to political correctness	Ap, An, Ev	2,8,10
CO-4	Students sharpen their critical and creative thinking through analysis and creation of narratives in humour	R, U, Ap. An, C	4,5

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 3:0:2 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Students are acquainted with the intricacies of using humour in Literature	4/1,3	U	F,C	L	
CO-2	Students contextualise the evolution of humour in Literary traditions and how it has evolved across time and genres	1/2	R, U	C	L	

CO-3	Students develop an awareness about the pitfalls to be avoided while using humour and also get sensitised to political correctness	1,2,4/2,8,10	Ap, An, Ev	C,P	L	P
CO-4	Students sharpen their critical and creative thinking through analysis and creation of narratives in humour	1,3/4,5	R, U, Ap. An, C	P,M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO8	PSO10	PO1	PO2	PO3	PO4
CO 1	1		2								2
CO 2		2								1	
CO 3	-	1				3	2	2	1		2
CO 4	-			2	3			1		2	

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4		✓	✓	✓



University of Kerala

Discipline	English				
Course Code	UK2DSEENG205				
Course Title	Introducing Game Studies				
Type of Course	DSE				
Semester	III				
Academic Level	200 - 299.				
Course Details	Credit	Lecture per week	Tutorial	Practical	Total Hours/Week

			per week	per week	
	4	3 hours	-	2 hours	5
Pre-requisites	None				
Course Summary	The course will equip students in understanding the basic feature of video games. The students will be exposed to the techniques in video game and the way in which video game is used as medium of entertainment and education. The course also intends to stimulate an interest in various careers related to video games.				

Module	Unit	Content	Hrs
I	What is Game Studies?		15
		Game Studies- History of Game Studies- Types of videogames (Genres and Subgenres)-Entertainment games (AAA games and its categorization and etc) - Serious games- -Censorship (video game content rating system such as PEGI, ESRB, IARC etc)- Evolution of technology in gaming and its impact on game design and player experiences- Transition from 2D to 3D graphics- Game Engines Jonathan Ostenson. "Exploring the Boundaries of Narrative: Video Games in the English Classroom" <i>The English Journal</i> , July 2013, Vol. 102, No. 6 (July 2013), pp. 71-78 Stable URL: https://www.jstor.org/stable/24484129	
II	Videogames Discourse		15
		Narratology – Ludology – Cognition-Art and Aesthetics (pixel art, realism, stylized graphics, and the use of colour theory)- Augmented, Mixed, Cloud gaming, and Virtual Reality- Interactivity- Players/ Gamers - Character agency -Player Agency - Platforms (Xbox, PlayStation, PC etc)- Game Design (game play, mechanics, player experience)-Game Environment- Map-Game World (Open World, Sandbox, Linear, Nonlinear, etc)- Role of sound design, music, and narrative -Game script- Immersion – Ethics (inclusivity, representation, microtransactions, and player well-being) and Stereotypes- Cut scenes- Death (Game over and Permadeath) – Characters – Modding	

		Catherine Burwell. "Game Changers: Making New Meanings and New Media with Video Games" <i>The English Journal</i>, Vol. 106, No. 6 (July 2017), pp. 41-47 Stable URL: https://www.jstor.org/stable/26359545	
III	Games as representation of Cultural and Sociological Aspects		15
		Games as cultural systems (1940s to present)- subcultures- Study of play in culture- Identity – Disability – Diversity – Femininity – Masculinity – Race – Game Communities- The growth of online games- Competition and Cooperation- International gaming industry Sater, Anastasia, Bridget Blogett. "Playing the Humanities:Feminist Game Studies and Public Discourse" <i>Bodies of Information: Intersectional Feminism and the Digital Humanities</i>. Eds. Elizabeth Losh and JacquelineWernimont. University of Minnesota Press. 2018. Print. Page 466-475 https://www.jstor.org/stable/10.5749/j.ctv9hj9r9.28?seq=9	
IV	Videogame Review/ Criticism		15
		Films vs Games-Interactive Movie- Genre sharing as an interdisciplinary concern- Symbiotic Relationship (Film, Marketing, Technology, Health, Fashion (Cosplay Culture))- Environmental Storytelling-Discourse Analysis- Metamodernism- Academic and journalistic perspectives -Adaptation of Assassin's Creed (2007) Video game to Assassin's Creed (2016) film -Adaptation of Metro 2033 Novel to Metro 2033 Videogame -Analysing Metamodernism in Death Stranding (2019) https://themechroblog.wordpress.com/2017/06/19/books-vs-games-vs-movies-which-is-the-better-medium-for-storytelling/	

V	Practical		15
	Can be played/ watch YouTube Walkthroughs Minecraft (Sandbox Game) https://www.minecraft.net/en-us https://www.youtube.com/watch?v=ET9n1aKzY-0 The Witcher 3 Wild Hunt (Open World) https://www.thewitcher.com/us/en/witcher3 https://www.youtube.com/watch?v=cn_taKva-AQ Resident Evil 4 (Linear, third-person shooter survival horror) https://www.residentevil.com/4/uk/ https://www.youtube.com/watch?v=eFuHLUuuzLI Remake https://www.residentevil.com/re4/en-asia/ https://www.youtube.com/watch?v=puWTz8toRHc Firewatch (narrative-driven exploration adventure) https://www.firewatchgame.com https://www.youtube.com/watch?v=F2snk0zU018 The Last of Us Part 1 (Linear, action-adventure) https://www.playstation.com/en-in/games/the-last-of-us-part-i/ https://www.youtube.com/watch?v=y99DqGw-jG4 Far Cry 3 (Non-linear, First Person Shooter, open world) https://www.ubisoft.com/en-gb/game/far-cry/far-cry-3 https://www.youtube.com/watch?v=YQDBNaC71j8		

		Dishonored (Non-linear, Morality system) https://bethesda.net/en/game/dishonored#/dishonored https://www.youtube.com/watch?v=3CVc4L12Mfw Detroit: Become Human (Player Agency, Morality system) https://www.quanticroam.com/en/detroit-become-human https://www.youtube.com/watch?v=JVywqFx0GdE https://www.youtube.com/watch?v=yrfTEG0OkrY The Stanley Parable (Player-driven narrative, metafictional exploration) - challenges traditional gaming conventions. https://www.stanleyparable.com https://www.youtube.com/watch?v=-pHsFDiRqOM Depression Quest (Serious game) https://store.steampowered.com/app/270170/Depression_Quest/ https://www.youtube.com/watch?v=IUsGXfqHWTQ Darfur is Dying (browser-based Serious game) https://www.to14.com/game.php?id=4d486a521b01e https://www.youtube.com/watch?v=uQqaQSDTm4k	
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References

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Gee, James Paul. "Why Game Studies Now? Video Games: A New Art Form." *Games and Culture*, vol. 1, no. 1, Jan. 2006, pp. 58–61, https://doi.org/10.1177/1555412005281788.

Huizinga, Johan. *Homo Ludens: A Study of the Play-Element in Culture*. 1938. Angelico Press, 2016.

Jasmina Kallay. *Gaming Film: How Games Are Reshaping Contemporary Cinema*. Palgrave Macmillan, 2013.

Kramarzewski, Adam, and Ennio De Nucci. *Practical Game Design*. Packt Publishing Ltd, 18 Aug. 2023

Mark J.P. Wolf, and Bernard Perron. *The Routledge Companion to Video Game Studies*. 2nd ed., Taylor & Francis, 2023.

Mark J.P. Wolf, and Bernard Perron. *The Routledge Companion to Video Game Studies*. 1st ed., Routledge, 2014.

Mäyrä Frans. *An Introduction to Games Studies: Games in Culture*. Sage, 2007.

Radchenko, Simon. "Metamodern Nature of Hideo Kojima's *Death Stranding* Synopsis and Gameplay." *Games and Culture*, SAGE Publishing, July 2023, <https://doi.org/10.1177/15554120231187794>.

Robson, Jon, and Grant Tavinor. *The Aesthetics of Videogames*. Routledge, 2018.

Rogers, Scott. *Level Up: The Guide to Great Video Game Design*. 2nd ed., Wiley, 2014.

Schell, Jesse. *The Art of Game Design, 3rd Edition*. A K Peters/CRC Press, 2019.

Sicart, Miguel. "Defining Game Mechanics." *Game Studies*, vol. 11, no. 3, Dec. 2011, gamestudies.org/1103/articles/sicart.

Sicart, Miguel. "Defining Game Mechanics." *Game Studies*, vol. 11, no. 3, Dec. 2011, gamestudies.org/1103/articles/sicart.

Thabet, T. *Video Game Narrative and Criticism: Playing the Story*. Palgrave Macmillan UK, 2015.

Thomas, Christian. *The Art of Adaptation in Film and Video Games*. Mdpi AG, 2022. <https://www.youtube.com/watch?v=x24KoVNliMk>

<https://www.gameopedia.com/video-game-genres/>

<https://pixune.com/blog/video-game-genres/>

<https://guides.lib.umich.edu/c.php?g=282989&p=5955091>

<https://store.epicgames.com/en-US/news/what-makes-a-aaa-game-a-aaa-game>

<https://journals.sagepub.com/doi/10.1177/15554120211014151>

https://en.wikipedia.org/wiki/Video_game_content_rating_system

<https://store.epicgames.com/en-US/news/what-is-the-video-game-rating-system>

<https://www.internetmatters.org/resources/video-games-age-ratings-explained/>

<https://www.linkedin.com/pulse/ai-gaming-evolution-game-design-player-experience-dave-balroop-qigfc/>

<https://medium.com/@noahtaylrr/emerging-technologies-shaping-the-future-of-game-design-and-development-c3085247dd76>

<https://techcrunch.com/2015/10/31/the-history-of-gaming-an-evolving-community/>

<https://moldstud.com/articles/p-the-evolution-of-video-game-design-trends-and-innovations-shaping-the-industry>

<https://www.youtube.com/watch?v=RNvYGcgoGcs>

<https://journals.sagepub.com/doi/full/10.1177/15554120221150058>

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the historical development and scope of game studies, including types of video games and censorship mechanisms	U	2,4
CO-2	Explore the artistic and aesthetic elements of video games, including virtual realities, interactivity, and narrative techniques.	U, An	2,7
CO-3	Critically analyse how video games reflect cultural and sociological aspects, including identity, diversity, and online gaming communities.	An, E	8,13
CO-4	Evaluate video games through review and criticism, comparing them with other media forms and analysing storytelling techniques.	An, E, C	2,4
CO-5	Apply theoretical knowledge to practical examples by engaging with a variety of video games, assessing gameplay experiences and ethical considerations	An, Ap, E	4,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Understand the historical development and scope of game studies, including types of video games and censorship mechanisms	1/2,4	U	F, C	L	
2	Explore the artistic and aesthetic elements of video games, including virtual realities, interactivity, and narrative techniques.	1,7/2,7	U, An	P	L	
3	Critically analyse how video games reflect cultural and sociological aspects, including identity, diversity, and online gaming communities.	6,7/8,13	An, E	F, P	L	P
4	Evaluate video games through review and criticism, comparing them with other media forms and analysing storytelling techniques.	1,3/2,4	U, An, E, C	P, M	L, T	P
5	Apply theoretical knowledge to	6,7,8/4,7	U, Ap, E	P, M	L, T	P

	practical examples by engaging with a variety of video games, assessing gameplay experiences and ethical considerations					
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F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO2	PSO4	PSO7	PSO8	PSO13	PO1	PO3	PO6	PO7	PO8
CO 1	2	2				2				
CO 2	2		3			3			2	
CO 3				2	1			2	3	
CO 4	2	1				2	2			
CO 5		2	2					2	3	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

**University of****Kerala**

Discipline	ENGLISH				
Course Code	UK3MDCENG200				
Course Title	Kerala Studies – History and Society				
Type of Course	MDC				
Semester	III				
Academic Level	200 - 299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2	-	2	4

Pre-requisites	1. have an awareness about the politics and history of Kerala 2. have an interest in understanding Kerala society
Course Summary	The course intends to bring awareness about the relevance of research on Kerala history and society by familiarizing students about the historical, socio-cultural and political formations. The course seeks to develop both theoretical and practical knowledge in Kerala Studies through an interdisciplinary approach and develop a critical understanding for further research on Kerala.

Detailed Syllabus:

Mod ule	U nit	Content	H rs
I		Historiography	12
		Ancient Kerala – Sangam Period – Pattupattu- Perumals of Kerala- Vazhappally inscriptions- Tharisappally copper plates- Medieval period- Colonialism – Portuguese, French, Dutch, English- National Movement- Formation of Kerala State- Participatory Democracy.	
	1	Required Reading Gurukkal, Rajan, Raghava Varier. “Landscape, Sources, Historiography” <i>History of Kerala: Prehistory to the Present</i> Orient Blackswan, 2018. Print. (Prescribed sub sections from the chapter - Landscape, Sources, Archaeological Remains, Archival Material, Literary Sources) Suggested Reading “Kerala – The Background” Chapter 1 from <i>A HISTORY OF KERALA 1498 -1801</i> by K. M. PANIKKAR “Kerala in the Olden Times” https://archive.org/details/1864JulyVidyaSamgraham/1864_July_Vidya_Samgraham_No._I/mode/2up?view=theater	
		Practicum: Collect images of old maps of Kerala and prepare brief notes about them.	
II		Society and Culture	12

	Colonisation- Trade in Kerala – European hegemony- Post independence- Land Reforms- Kerala Model Development -Dalit and Indigenous Movements and Land Struggles- Migrant Labourers in Kerala	
2	Required Reading K.M. Sheeba “Modernity in Social Reform Discourse: The Woman Question in Colonial Kerala” <i>Proceedings of the Indian History Congress</i> 2002, Vo.63. pp 931-938 Suggested Reading ”Kerala Culture in the Indian Background” Chapter I Cultural Heritage of Kerala , A Sreedhara Menon The Activities of the Cheramar Sthree Samajam: Excerpt from Vinil Paul https://swatantryavaadini.in/2021/09/13/the-activities-of-the-cheramar-sthree-samajam-excerpt-from-vinil-paul/#more-1810	
	Practicum: Prepare a Powerpoint presentation on any Dalit and Indigenous Movements or Land Struggles from Kerala history.	
III	Renaissance and Modernity	12
	Renaissance movements- Major Figures and Movements- Women in Renaissance movements.- Channar Revolt- Kallumaala Samaram- Malayali Memorial- Ezhava Memorial- Peasant Movements- Guruvayoor Satyagaham – Vaikom Satyagraham – Temple Entry Proclamation- -Working Class movements- Aikya Kerala Movement	
3	Required Reading Kurup, K.K.N “The Intellectual Movements and Anti- Caste Struggles in Kerala” <i>Proceedings of the Indian History Congress</i>, 1994. Vol 55. pp. 673-677	
4	Dakshayani Velayudhan “No to Harijan” https://swatantryavaadini.in/2020/08/26/no-to-harijan-dakshayani-velayudhan/	
5		
6	Poykayil Appachan: Song, “No Alphabet in Sight”	

		Sree Narayana Guru: Ascertainment of Caste”	
		Suggested Reading Madhavan K.S. “Formation of Dalit Identity in Kerala” Proceedings of the Indian History Congress, 2008, Vol.69, pp. 764-770 Bose, Satheese Chandra. “(Re) Construction of ‘The Social’ for Making a Modern Kerala: Reflections on Narayana Guru’s Social Philosophy.” <i>Kerala Modernity: Ideas, Spaces and Practices in Transition</i>. Ed. Satheese Chandra Bose and Shiju Sam Varughese. New Delhi: Orient BlackSwan, 2015. 59-73. Print. Kumar, Udaya <i>Writing the First Person: Literature, History and Autobiography in Modern Kerala</i>. Permanent Back, 2016 Menon, Kizhakkepattu Ramankutty: <i>Parangodi Parinayam</i> Bhattathirippad, V.T: <i>My Tears , My Dreams</i>	
		Practicum: Prepare a profile of any leaders of your choice from Kerala’s renaissance history.	
IV	Gender and Society		12
		Beginnings of Women’s Education- Early Gender and Caste Movements- Matriliny- Gender and Sexuality in Contemporary Kerala- Break the Curfew- Queer Pride- Labour Movements	
		Required Reading 7 K. Saraswati Amma: “Half-Chaste” (Translated by J.Devika) https://swatantryavaadini.in/2020/10/03/half-chaste-k-saraswathi-amma/	
		Suggested Reading B.M Zuhara: <i>The Dreams of a Mappila Girl: A Memoir</i> (Translated by Fehmida Zakeer) Devaki Nilayangode: <i>Antharjanam: Memories of a Namboodiri Woman</i>	

		Roy, Mary. "Three Generations of Women" <i>Indian Journal of Gender Studies</i> 6.2 (1999): pp. 203-219.	
		Devika, J. "Discovering the First Generation of Feminists in Kerala" https://thewire.in/women/discovering-the-first-generation-of-feminists-in-kerala	
		Practicum: Prepare a poster/collage on women/social reformers from Kerala history.	
V	Migration and Diaspora		12
	Migration from Kerala- Malayali diaspora – Literature from the diaspora		
		Required Reading/Viewing <i>For Dalit Women's Representation: Women of Prathyaksha Raksha Daiva Sabha</i> https://swatantryavaadini.in/2020/08/31/for-dalit-womens-representation-women-of-pratyaksha-raksha-daiva-sabha/#more-1106 Benyamin: <i>Goat Days</i> Menon, Priya. "Kerala's Own Petrofiction: Literary Interventions in Gulf Migration Studies" https://alablog.in/issues/23/keralas-own-petrofiction/ S, Ahmed (Dir): <i>Pathemari</i> (2015) Osella, Filippo and Caroline Osella. "Nuancing the Migrant Experience Perspectives from Kerala, South India" https://core.ac.uk/download/pdf/2788278.pdf Musafir Ahmed, V. <i>Camels in the Sky: Travels in Arabia</i>	
		Practicum: Read a novel or Watch a movie related to migration from Kerala and write an appreciation about it,	

References

Caldwell, Sarah. "Landscapes of Feminine Power." *Oh Terrifying Mother: Sexuality, Violence and Worship of the Goddess Kali*. New Delhi: Oxford UP, 1999. 104-54. Print.

Devika, J. *Kulasthreeyum Chandapennum Undaayathengane*. Thiruvananthapuram: CDS, 2010. Print.

Ganesh, K. N. "From Naadu to Swaroopam: Political Authority in Southern Kerala from the Tenth to the Thirteenth Centuries." *Irreverent History, Essays for M.G.S Narayanan*. Ed. Kesavan Veluthat and Donald. R. Davis Jr. New Delhi: Primus, 2015. 33-52. Print.

Gurukkal, Rajan. "The Formation of Caste Society in Kerala: Historical Antecedents." *Social Formation of Early South India*. New Delhi: Oxford UP, 2010. 306-19. Print.

Jeffrey, Robin. *The Decline of Nair Dominance Society and Politics in Travancore 1847-1908*. New Delhi: Manohar, 1976. Print.

Mohan, Sanal. "Searching for Old Histories: Social Movements and the Project of Writing History in Twentieth Century Kerala." *History in the Vernacular*. Ed. Raziuddin Aquil and Partha Chatterjee. New Delhi: Permanent Black, 2008. 357-90. Print.

Mohan, Sanal. *Modernity of Slavery: Struggles against Caste Inequality in Colonial Kerala*. OUP, 2015. Print.

Rajeevan, B. "Cultural Formation of Kerala." *Essays on the Cultural Formation of Kerala*. Ed. P. J. Cherian. Trivandrum: Kerala State Gazetteers Department, 1999. 1-34. Print.

Veluthat, Kesavan. "The Keralaolpathi as History." *The Early Medieval in South India*. New Delhi: Oxford UP, 2009. 129-46. Print.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Have a deep understanding about Kerala history	U	2,3
CO-2	To impart value-added quality of Kerala Studies	U/ Ap	2,4,8
CO-3	To analyse literature on Kerala and understand how narratives about Kerala is made	U, An	4,9,10
CO-4	Understand the plurality of Kerala society	R, U, Ap	3,8

CO-5	To contribute to the advancement of knowledge in Kerala Studies	An, E, C	9,10,13
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R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 3:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Have a deep understanding about Kerala history	2,3	U	F	L	P
CO-2	To impart value-added quality of Kerala Studies	2,4,8	U/ Ap	C	L	P
CO-3	To analyse literature on Kerala and understand how narratives about Kerala is made	4,9,10	U, An	C	L	P
CO-4	Understand the plurality of Kerala society	3,8	R ,U, Ap	C	L	P
CO-5	To contribute to the advancement of knowledge in Kerala Studies	9,10,13	An, E, C	M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6

C O 1	1							1				
C O 2		3										
C O 3			2									
C O 4					5						4	
C O 5				5			5					

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓

CO 5		✓		✓
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University of

Kerala

Discipline	ENGLISH				
Course Code	UK3MDCENG201				
Course Title	Kerala Studies - Art and Culture				
Type of Course	MDC				
Semester	III				
Academic Level	200 - 299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	0	2	4
Pre-requisites	1. Have an interest in understanding local history. 2. Have an interest in understanding the plurality of Kerala society.				
Course Summary	The course intends to bring an awareness about the relevance of research on Kerala society and culture. It aims to enhance the student's understanding about studies on art and culture of Kerala and broaden their notion about the subject that would open up possibilities of academic research.				

Detailed Syllabus:

Module	Unit	Content	Hours
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I	Kerala Culture		1 2
	Thamizhakam- Muziris- Aryanization- Sankaracharya and Advaita Philosophy- Kantalur Salai- Bhakti Movement- Missionary Interventions Temple Arts- Folk Arts- Theater- KPAC		
	1	Required Reading E. Geetha. "The <i>Theyyams</i> of North Kerala: The Little Gods of Little Kingdom" <i>Quest Journals, Journal of Research in Humanities and Social Science</i> 10.2 (2022): pp.16-20 https://www.questjournals.org/jrhss/papers/vol10-issue2/Ser-2/D10021620.pdf Suggested Reading Cultural Pluralism - A.K. Damodaran in conversation with Susan Visvanathan https://www.jstor.org/stable/23003929 "Tribal Tale of Kerala" (Prose) excerpt from Kerala Culture – Prof S Achutha Warriar	
		Practicum: Prepare a poster/collage depicting the cultural plurality of Kerala.	
II	Literature		1 2
	Thunchathu Ezhuthachan- Performing Arts- Attakadha- Kunjan Nambiar-Venmani School- Modern Literature - Purogamana Kala Sahitya Sangham (1981)- Kerala Shashtra Sahitya Parishad (1962) - Library Movements and Literacy Mission		
	2	Required Reading Paniker, Ayyappa <i>A Short History of Malayalam Literature: General Literature</i>. pp.121-123 https://archive.org/details/ASHORTHISTORYOFMALAYALAMLITERATURE/page/n7/mode/2up	
		Suggested Reading	

		Raveendran, P.P “Dissemination of Cultural Capital: Literary Historiography in Malayalam“ <i>Indian Literature</i> 46.5 (2002): pp. 143-153 Shanmugam, S.V ““Formation and Development of Malayalam” <i>Indian Literature</i> 19.3 (1976): pp. 5-30 https://www.jstor.org/stable/24157306 Satchidanandan, K. “A Varied Landscape: Malayalam Poetry Since Modernism” <i>Indian Literature</i> 62.2 (2018): pp. 43-48https://www.jstor.org/stable/26791869	
		Practicum: Prepare a profile of any Malayalam writer of your choice.	
III	Dance/Music		1 2
	Dance forms of Kerala		
	Music- Naadan Pattu- Popular Music		
	3	Required Reading Ravindran, Jayaprabha “Dance Forms of Kerala: Symbols of Traditional Culture” https://saarcculture.org/wp-content/uploads/2020/07/tktce_Jayaprabha_Ravindran.pdf Decoding the Rise of Malayalam Rap: A Deep Dive: Barbara Green https://www.ourmusicworld.com/archives/19489 Suggested Reading Abraham, Lillykutty. “Art forms as Narratives of Resistance: A Glance at the Art Form of the Mavilan Tribe”	

		https://www.researchgate.net/publication/352479040_Art_Forms_as_Narrative_of_Resistance_A_Glance_at_the_Art_Forms_of_Mavilan_Tribe KERALA TRIBES: MUSIC, MUSICAL INSTRUMENTS, ARTS & CULTURE, Photo Essay https://www.speakingtree.in/allslides/the-tribal-arts-culture-of-kerala	
		PRACTICUM: Collect audio/video/text of any dance or music tradition from Kerala.	
IV	Painting/Sculpture		1 2
	4	Required Reading Prisinivasa: “A Woman’s World: T.K Padmini” https://curatorho.wordpress.com/2017/04/07/a-womans-world-tk-padmini/	
	5	<i>Gandharvan - Two legends and a painting</i> Short Documentary Artist Namboodiri Mohanlal https://www.youtube.com/watch?v=Qu2YHcnGmDs	
	6	Kanayi Kunhiraman https://www.kanayikunhiraman.com/worksofart.html	
	7	Suggested Reading Menon, Vijayakumar Kanayi Kunhiraman, Lalit Kala Academy, 2008. Print. Thodikalam Mural Paintings: Features, Meanings, Meanings and Techniques.- Manjula Poyil https://www.jstor.org/stable/44145735 K.P Krishna Kumar https://aaa.org.hk/en/collections/search/archive/geeta-kapur-and-vivan-sundaram-archive-krishnakumars-residency-at-kasauli-art-centre-1985/object/k-p-krishnakumar-in-kasauli-art-centre	

		Practicum: Collect pictures of artworks of any prominent artist from Kerala.	
V	Cinema		1 2
		Malayalam Cinema - Silent Era - Early Cinema- <i>Jeevitha Nouka, Neellakuyil-Newspaper Boy</i> - 1960s- <i>Chemmeen</i> - Malayalam New Wave- Middle- Stream Cinema- Post 1990s- Contemporary Cinema	
		Suggested Reading/Viewing Harris V.C “Fifty years of Malayalam Cinema” <i>Spectres of Writing</i> Selected Works of V.C Harris 2019. pp. 201-207 Pillai, Meena T. “The Celluloid Women of Kerala” <i>Economic and Political Weekly</i> 48.48 (2013): pp. 140-141 Adoor Gopalakrishnan (Dir): <i>Elippathayam</i> (1982) Shivendra Singh Dungarpur (Dir): <i>Celluloid Man</i> (Documentary on P.K Nair)	
		Practicum: Write an appreciation of any internationally acclaimed Malayalam movie.	

References:

Bhaskaran, Gautaman. Adoor Gopalakrishnan: A Life in Cinema. New Delhi. Penguin Books India, 2010

Kareem, C.K. (ed.), Kerala and Her Culture: An Introduction, Government of Kerala, Trivandrum, 1971.

Kesavan Veluthat. “The Keralaolpatti as History.” *The Early Medieval in South India*. Oxford UP, New Delhi. 2009.

Krishnan, R Gopala. *Broken Dreams : Early history of Malayalam Films*. The Book people, Kozhikode. 2020.

Raveendran, P P, G S. Jayasree, and Krishnan Mini. *The Oxford India Anthology of Modern Malayalam Literature*. , 2017. Print.

Raveendran, P P. "Dissemination of Cultural Capital: Literary Historiography in Malayalam". Indian Literature, , Vol. 46, No. 5 (211) (September-October, 2002), pp. 143-153 <https://www.jstor.org/stable/23344410>

Renjitha, V R. FOLK TRADITION OF SANSKRIT THEATRE: A STUDY OF "KUTTIYATTAM" IN MEDIEVAL KERALA . <https://www.jstor.org/stable/44158830>

Sreedhara Menon, A. Cultural heritage of Kerala : an introduction. East-West Publications Cochin 1978

Sreedhara Menon, A. Social and cultural history of Kerala. Sterling Publishers New Delhi 1979

Sunil, V T..SANGEETA NIGHANDU. DC Books, 2012

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	have an understanding of the art and culture background of Kerala	U	2
CO-2	Understand the link between history and evolution of arts and culture	R, U	2.3
CO-3	critically analyse and interpret the present cultural production and readings on them	U, An	3,4
CO-4	interrelate the cultural and historical tradition of the society and the development of literary sensibility	R ,U, Ap	3,4,9
CO-5	have a critical understanding on the formation of history, art, culture and society	An, E	9,13

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

CO-1	have an understanding of the art and culture background of Kerala	2	U	F	L	P
CO-2	Understand the link between history and evolution of arts and culture	2,3	R, U	C	L	P
CO-3	critically analyse and interpret the present cultural production and readings on them	3,4	U, An	C	L	P
CO-4	interrelate the cultural and historical tradition of the society and the development of literary sensibility	3,4,9	R ,U, Ap	P	L	P
CO-5	have a critical understanding on the formation of history, art, culture and society	9,13	An, E	M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	2						1					

C O 2		3						1				
C O 3			4									
C O 4				3						1		
C O 5					5						5	

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



University of

Kerala

Discipline	ENGLISH				
Course Code	UK3MDCENG202				
Course Title	Kerala in Context				
Type of Course	MDC				
Semester	III				
Academic Level	200 - 299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites					
Course Summary	The Course intends to read Kerala from different vantage points of historical and cultural formations. It contextualises the land through different cultural texts that have shaped the multicultural and inclusive lived experiences of the land.				

Detailed Syllabus:

Module	Unit	Course Content	Hrs
I	Kerala- Reading Culture	Beginnings of print culture- early newspapers – magazines – little magazines – children’s magazines – comics	12

	1	History of Media in Kerala: Kerala media Academy https://keralamediaacademy.org/?page_id=317 Practicum Discussion on the influence of newspapers on Kerala Society Identify and list out names of at least 10 Little magazines.	
II	Kerala- Culinary Hues Food culture- History – Global Influences –Indian Ocean Trade – cultural plurality and identity		12
	2	Abraham, Tanya “Kerala and Food” <i>Eating with History: Ancient Trade Influenced Cuisines of Kerala</i> Niyogi Books, 2020. Print. https://zoboko.com/text/xw0vw5y0/eating-with-history-ancient-trade-influenced-cuisines-of-kerala/9 Practicum Discuss the cultural roots of common food items – traditional, continental- intercontinental	
III	Kerala- Sartorial Interventions Dress- Power relations –Gender – Caste – Body -Choice		12
	3	Benny Malavika, Rekha Raj “Rethinking ‘Keraleeyatha’: Clothing and the Politics of the Body” Podcast. 30 th September, 2023. Issue 60. https://alablog.in/issues/60/podcast-rethinking-keraleeyatha-clothing-and-the-politics-of-the-body/ Prepare short reports on the various historical movements related to dressing.	
IV	Kerala- New Sensibilities World Classics in Translation- reading public- modernity – new sensibility		12
	4	Pillai, Meena T “Translation of Les Miserables and the Making of the Modern Malayali” <i>Translating Kerala: The Cultural Turn in Translation Studies</i> Orient BlackSwan, 2024 pp.19-34 Reading of translated literary works and attempting short reviews	

V	Kerala- Migration		12
	Gulf Boom – Social and Economic mobility – male trajectories – masculinity		
5	Osella, Filippo Osella and Caroline Osella “Migration, Money and Masculinity in Kerala” The Journal of the Royal Anthropological Institute 6.1 (2000): pp. 117-133		
	Case studies on gulf migration in your neighbourhood		
	Representation of migration in literature and films.		
	The predicament of Gulf returnees – Discussions and Debates		

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the specific formations of culture through paradigm shifts in sensibility of the land and its people.	U, An	3
CO-2	Enquire the ways in which the pluralistic strands of the society were moulded through various cultural texts like food, dress and print.	R, U	3,4
CO-3	Comprehend the historical formations of new sensibilities regarding political awareness, social sensitivity and cultural inclusiveness.	U, An	4,13
CO-4	Develop a critical eye towards dominant practices and imbibe a resistive sensibility of alternate histories.	R ,U, Ap	13,14
CO-5	Engage in informed and critical discussions about contemporary Kerala.	C	4,5

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 2:0:2(Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO-1	Understand the specific formations of culture through paradigm shifts in sensibility of the land and its people.	1/3	U, An	F, C	L	
CO-2	Enquire the ways in which the pluralistic strands of the society were moulded through various cultural texts like food, dress and print.	2,5/3,4	R, U	C	L	
CO-3	Comprehend the historical formations of new sensibilities regarding political awareness, social sensitivity and cultural inclusiveness.	2,8/4,13	U, An	P	L	P
CO-4	Develop a critical eye towards dominant practices and imbibe a resistive sensibility of alternate histories.	1,3/13,14	R, U, Ap	P,M	L	P
CO-5	Engage in informed and critical discussions about	3,4/4,5	C	P,M	L	P

	contemporary Kerala.					
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F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO3	PSO4	PSO5	PSO13	PSO14	PO1	PO2	PO3	PO4	PO5	PO8
CO 1	2					3					
CO 2	2	1					2			1	
CO 3		1		2			2				2
CO 4				2	3	1		2			
CO 5		2	3					3	2		

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓

CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓		✓	✓



University of

Kerala

Discipline	ENGLISH				
Course Code	UK3VACENG200				
Course Title	Diversity, Equity, and Inclusion				
Type of Course	VAC				
Semester	III				
Academic Level	200 - 299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. 2.				
Course Summary	Course gives a basic understanding about the relevance of equitable practices in education and in the workplace.				

Detailed Syllabus:

Module	Unit	Content	Hours
I	Introduction to DE&I		12
	1	Diversity: racial, ethnic, gender, cultural, socio-economic Sexual orientations-Inclusion- Equity v/s Equality- Biases: unconscious, stereotypes, prejudices, harassment	
		Core Reading	
	2	Poem Charles Bennfield: "I am Diversity" https://www.greatexpectations.org/wp-content/uploads/pdf/practices/vision/I%20Am%20Diversity%20poem.pdf	
	3	Fairy Tales Hans Christian Anderson: <i>The Ugly Duckling</i>	
II	Power , Disability and Intersectionality		12
	5	Power, Hegemony, Ideology, Marginalisation, Disability-Intersectionality-allyship	
		Core Reading	
	6	Essay <i>Essay On Power And Privilege.</i> (2024, March 13). GradesFixer. Retrieved April 13, 2024, from https://gradesfixer.com/free-essay-examples/essay-on-power-and-privilege/	

	7	TedTalk The urgency of intersectionality Kimberlé Crenshaw https://youtu.be/akOe5-UsQ2o?feature=shared	
III	Inclusive Practices		12
	8	Adaptability- Emotional Intelligence-Cultural Intelligence-Awareness and Education-Celebrating Disabilities	
		Core Reading	
	9	Ted Talk Celebrating disability As part of human diversity Catalina Devandas Aguilar https://youtu.be/z6D0LbPZxnA?si=HJHGnffyLoume_MR	
	10	Short story Thomas King : “Borders”	
.IV	Communication Strategies		12
	11	Inclusive language- Assistive Language- Inclusion v/s Integration-Access and Accessibility	
		Core Reading	
	12	“Disability-Inclusive Language Guidelines” prepared by the United Nations Geneva.	

		https://www.ungeneva.org/sites/default/files/2021-01/Disability-Inclusive-Language-Guidelines.pdf	
	13	TedTalk How to become an inclusive leader Meagan Pollock https://www.youtube.com/watch?v=1MaFOGEPpOo	
	14	Youtube Video Deaf Man's ASL Storytelling, "Fish" https://www.youtube.com/watch?v=DR4HF6S_hz0&list=PLlrnGyHaVv-ThUaAbbwMNjppQkmgL4Yz9&index=1	
V	Creating Inclusive Practices		12
	13	Students should submit projects promoting inclusive practices. The project should be about 10 pages, done in groups, with maximum 4 members. They can do Case Studies, go for Corporate visits and can take Inclusive initiatives to complete the project.	

Recommended Readings

"Belonging: The Key to Transforming and Maintaining Diversity, Inclusion and Equality at Work." *Academy of Management Learning & Education*, 22(4), pp. 735–736

Biased: Uncovering the Hidden Prejudice that Shapes What We See, Think, and Do. (2021). *AmeriQuests*, 16(1). <https://doi.org/10.15695/cyrf8056>

Corsino, Leonor, and Anthony T. Fuller. "Educating for diversity, equity, and inclusion: A review of commonly used educational approaches." *Journal of Clinical and Translational Science*, Aug. 2021

Clark, Colin, et al. "Power, privilege and justice: intersectionality as human rights?" *The International Journal of Human Rights*, vol. 22, no. 1, Oct. 2017, pp. 108–26, <https://doi.org/10.1080/13642987.2017.1390333>.

Foucault, Michel. 1980. *Power/Knowledge*. Brighton: Harvester Press

Goleman, Daniel. *Emotional Intelligence: Why It can matter more than IQ*. Bloomsbury Publishing India Pvt.Ltd, 1995.

Kafer, Alison and Eunjung Kim. "Disability and the Edges of Intersectionality." The Cambridge Companion to Literature and disability, edited by Claire Barker and Stuart Murray, Cambridge UP, 2017, pp.123-38

Livermore, David A. Cultural Intelligence: Improving your CQ to Engage our Multicultural World. Baker Academic, Grand Rapids, Mich., 2009.

Viner, Mark, et al. "Assistive Technology to Help Students With Disabilities". Special Education Design and Development Tools for School Rehabilitation Professionals, 2020, pp.240-67. ResearchGate, <https://doi.org/10.4018/978-1-7998-1431-3.ch012>.

<https://www.youtube.com/watch?v=3Wvd836gjZ4>

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Familiarise with the key terms related to DE&I	U	3,13
CO-2	Able to Analyse and Evaluate power dynamics across various dimensions	An,E	13,15
CO-3	Learn strategies for creating inclusive environments in educational, workplace, and community settings.	Ap,C	3,8
CO-4	Understanding and Remembering usages while being with diverse people or people with disabilities	U, R	5,10,13
CO5	Apply the knowledge gained and Create Inclusive Practices	Ap, C	3,5,10,14

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 2:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
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1				F, C		
2				F,C,M		
3				F,P		
4				C,M		

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO	PSO	PSO	PSO	PSO	PSO	PO	PO	PO	PO	PO	PO
CO 1	3	13	-	-	-	-	8	3	4	5		
CO 2	13	15	-	-	-	-	3	4	5	8		
CO 3	3	8	-	-	-	-	8	1				
CO 4	5	10	13	-	-	-		2	3	4	5	6
CO 5	3	5	10	14	-	-	8	2	3	6		

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam
- Project

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓	✓	✓
CO 6				



University of Kerala

Discipline	ENGLISH				
Course Code	UK3VACENG201				
Course Title	Environmental Narratives				
Type of Course	VAC				
Semester	III				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. 2.				

Course Summary	This course explores the critical link between humanity and the natural world. It examines how nature sustains us, inspires us, and requires our care. By understanding this relationship, we can build a more sustainable future.
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Detailed Syllabus:

Module	Unit	Content	Hours
I		Introduction to Sustainability and Nature - Anthropocentrism - Environmental activism- Ecological balance - Overpopulation and Resources	12
	1.	"A White Heron" by Sarah Orne Jewett (short story) http://public-library.uk/ebooks/105/91.pdf	
	2	"Walking" by Henry David Thoreau (Essay) https://faculty.washington.edu/timbillo/Readings%20and%20documents/Wilderness/Thoreau%20Walking.pdf	
	3	"Earth's Green mantle" by Rachel Carson (Silent Spring) https://faculty.washington.edu/timbillo/Readings%20and%20documents/Wilderness/Thoreau%20Walking.pdf	
	4	"Mayilamma: The Life of a Tribal Eco-Warrior" Chapter 13: Protest (pgs 55-59) by Jyothibai Pariyadathu, Orient Blackswan, 2018 https://www.usawa.in/issue-7/mayilamma-the-life-of-a-tribal-eco-warrior/	
II		Man-Animal Relation - Empathy - Anthrozoology	12
	5	"A Noiseless Patient Spider" by Walt Whitman https://www.poetryfoundation.org/poems/45473/a-noiseless-patient-spider	
	6	"A Dog Has Died" by Pablo Neruda	

		https://www.poetryfoundation.org/poetrymagazine/poems/40470/a-dog-has-died	
	7	"The Fish" by Elizabeth Bishop https://poets.org/poem/fish-2	
	8	"The Naming of Cats" by T.S. Eliot https://poets.org/poem/naming-cats	
III	Emotional Intelligence - Man- Nature Bond- Interdependence- Environmental education		12
	9	"Rikki-Tikki-Tavi" by Rudyard Kipling (short story) https://involarium.org/story/rikki-tikki-tavi/	
	10	"Sleeping in the Forest" by Mary Oliver https://www.best-poems.net/mary_oliver/sleeping_in_the_forest.html#google_vignette	
	11	"The Bear" by William Faulkner (short story) https://ia601407.us.archive.org/2/items/Literatura_Universala/William%20Faulkner%20-%20%E2%80%9CThe%20Bear%E2%80%9D%20%281942%29.pdf	
	12	"Inheritors of the Earth" by Vaikom Muhammad Basheer	

I	Anthropocentrism - Anthropocene Era - Climate Change - Narratives		
V	on Climate change - Environmental impact assessment (EIA) -)Disaster Management		12
	13	Film Screening: An Inconvenient Truth (2006): Directed by Davis Guggenheim https://www.youtube.com/watch?v=I-SV13UQXdk	

1	Film Screening: March of the Penguins	
4	https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://vimeo.com/46434355&ved=2ahUKEwjp6qrOxMiFAxWld2wGHY1MB6QQwqsBeg-QIEBAF&sqi=2&usg=AOvVaw2iuni2loj-VZAMXicR-eVpP	
V	Harbouring Co-existence	
1	Assignments:	1
5	Observing Human animal Awareness week: Posters, Photography, Reading poems	2
	Final Practice:	
	The students are encouraged to observe their pets at home and note down their behaviour around humans and the effect of their behaviour on the students. Students without pets can grow a plant and observe the attention and nurture it requires for a plant to grow.	
	At the end of the course, the students are required to submit an essay on the topic.	

Recommended Reading

Solnit, Rebecca. Hope in the Dark: Untold Stories of Human Resilience in the Face of Climate Change. Haymarket Books, 2016.

Shiva, Vandana. Earth Democracy: Justice, Sustainability, and Peace. South End Press, 2005

Project Drawdown. Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming. Penguin Books, 2018.

Klein, Naomi. This Changes Everything: Capitalism vs. the Climate. Simon and Schuster, 2014.

Carson, Rachel. Silent Spring. Houghton Mifflin Harcourt, 1962.

Kolbert, Elizabeth. The Sixth Extinction: An Unnatural History. Henry Holt and Company, 2014.

Hawken, Paul, Amory Lovins, and L. Hunter Lovins. Natural Capitalism: Creating the Next Industrial Revolution. Little, Brown and Company, 1999.

Leonard, Annie. The Story of Stuff: How Our Obsession with Stuff Is Trashing the Planet.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	understand the importance of having a cordial man- nature relationship	U, R ,An	3
CO-2	develop empathy and emotional Intelligence to decenter anthropocentrism	U,An	6
CO-3	explore the aspects of interdependence between man and nature and the philosophical, spiritual and emotional appeal of the environment on mankind	U,R,An	9
CO-4	Comprehend the impact of human activities on nature and the vital importance of having a sustainable plan of action to conserve the environment	U,R,An	8
CO-5	Realize the role of plants and animals in the physical, mental and emotional well being of man	C,An,E	4,5,6

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 2:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1						
2						
3						
4						

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO	PSO	PSO	PSO	PSO	PSO	PO	PO	PO	PO	PO	PO
CO 1	3						8					
CO 2	6						4	5				
CO 3	9						1	2	8			
CO 4	8						8	1				
CO 5	4	5	6				2	5	6	7	4	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam
- Project

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓	✓	✓
CO 6				



University of Kerala

Discipline	COMMUNICATIVE ENGLISH
Course Code	UK3VACENG202
Course Title	LITERATURE, MEDIA AND MENTAL HEALTH
Type of Course	VAC
Semester	III
Academic Level	200 - 299

Course Details	Credit	Lecture Per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites					
Course Summary	This course offers an interdisciplinary exploration of how literature and media shape, reflect, and influence public understanding of mental health. Students will engage with literary texts, films, news media, and advertising to examine representations of mental illness, stigma, and self-worth, while also considering the psychological effects of digital culture, including social media.				

Module	Unit	Content	Hrs
I		Introduction: Mental Health and Popular Discourses	12 Hrs
	1	Stoler, Diane Roberts. "How Is Your Mental Health?" <i>Psychology Today</i> , 2022.	

		https://www.psychologytoday.com/us/blog/the-resilient-brain/202205/how-is-your-mental-health	
	2	“Rethinking the representation of mental illness” Blake Ochoa TEDxLakeTravisHigh https://www.youtube.com/watch?v=Jg4ZlgsjTfU	
		Suggested Readings: • “Media and mental health” https://pmc.ncbi.nlm.nih.gov/articles/PMC6198586/ • Wahl, Otto. Media Madness: Public Images of Mental Illness. Rutgers University Press, 1995	
II	Mental Health in Literature		12 Hr s
	3	Poe, Edgar Allan. “The Tell-Tale Heart.” <i>Poe Museum</i> , https://poemuseum.org/the-tell-tale-heart/	
	4	Plath, Sylvia. “Tulips.” <i>The Poetry Foundation</i> , https://www.poetryfoundation.org/poems/49013/tulips-56d22ab68fdd0	
		Suggested Readings: • Gilman, Charlotte Perkins. “The Yellow Wallpaper.” https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf • Shakespeare, William. <i>The Tragedy of Macbeth</i> - Act 5, Scene 1, https://myshakespeare.com/macbeth/act-5-scene-1	

III	Mass Media and Mental Health		12 Hr s
	5	How Mass Media Contributes to Mental Health Stigma “Understanding mental health in the media” https://www.verywellmind.com/mental-health-stigmas-in-mass-media-4153888	
	6	“Picture Imperfect: Malayalam Cinema must do Homework on Mental Health Issues” https://www.newindianexpress.com/entertainment/malayalam/2022/Aug/24/picture-imperfect-malayalam-cinema-must-do-homeworkon-mental-health-issues-2490686.html	
		Suggested Viewing/Readings: • A Beautiful Mind. Directed by Ron Howard • Anantaram(1987). Directed by Adoor Gopalakrishnan • “Depictions of Mental Health Topics in Malayalam Cinema” https://kjponline.com/index.php/kjp/article/view/53/html • Shutter Island. Directed by Martin Scorsese • Stuart, Heather. “Media Portrayal of Mental Illness and its Treatments.” <i>Journal of Social Psychiatry</i>, 2006. • Thaniyavarthanam. Directed by Sibi Malayil	

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I V		Strategies for a Healthier Relationship with Social Media	1 2 H rs
	7	“How Social Media can Harm your Body Image” https://health.clevelandclinic.org/social-media-and-body-image	
	8	“Digital Detox 2025: Take Some Time Off from Social Media And Screen Time” https://www.netmeds.com/health-library/post/digital-detox-2025-take-some-time-off-from-social-media-and-screen-time?srltid=AfmBOopqabBfXv3alKXwxh-iSd88wTGgpXlcu7sM2RKfZbg2STdBip-F	
		Suggested Reading: Practical techniques for reducing media-induced stress “Managing Social Media Stress with Mindfulness” https://childmind.org/article/social-media-stress-mindfulness/#:~:text=Mindfulness%20techniques%20for%20reducing%20stress,awareness%20when%20they're%20offline	
V		Practicum	1 2 H rs
		Identify advertisements that perpetuate a negative body image and point out reasons for thinking so. Prepare a list of popular and academic articles on mental health issues. Write a review of a movie which deals with mental health issues. Write a story/poem which sensitively portrays mental health concerns.	
		Suggested Reading: Mindset Media Guide: Reporting on Mental Health. Mindset Media, 2020 Responsible journalism and reporting on mental health crises	

	Why is journalism important for mental health literacy? https://www.psinove.com/english/psychology-blog/why-is-journalism-important-for-mental-healthliteracy#:~:text=Sharing%20stories%2C%20examples%20of%20clinical,that%20makes%20it%20for%20everyone. Suggested Viewing: TED Talk “Is Social Media Hurting Your Mental Health?” Bailey Parnell TEDxRyersonU https://www.youtube.com/watch?v=Czg_9C7gw0	
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Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO Addressed
CO-1	Identify how media representations influence public attitudes toward mental health.	U	3
CO-2	Evaluate the psychological effects of social media use.	U, Ap, An	2
CO-3	Analyse the portrayal of mental health in news, advertisements, and entertainment media.	E, An	5
CO-4	Understand the role of media in mental health awareness and advocacy.	Ap, C	15
CO-5	Develop strategies for responsible media consumption to support mental well-being and develop the ability to write sensitively about mental health concerns.	An, E, C	12,14

Name of the Course: Credits: 2:0:1 (Lecture:Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Identify how media representations influence public	3	U	F	L	

	attitudes toward mental health.					
2	Evaluate the psychological effects of social media use.	2	U, Ap, An	C	L	
3	Analyse the portrayal of mental health in news, advertisements, and entertainment media.	5	E, An	C	L	P
4	Understand the role of media in mental health awareness and advocacy.	15	Ap, C	F,C	L	P
5	Develop strategies for responsible media consumption to support mental well-being and develop the ability to write sensitively about mental health concerns.	12,14	An, E, C	P,M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	1						1					

C O 2		1					2					
C O 3		2	1					2	1			
C O 4				1				2			1	
C O 5					2	2			3	1	1	1

Assessment Rubrics

- Quiz / Assignment / Discussion / Seminar
- Midterm Exam
- Case Study Analysis
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO1	✓	✓	✓	✓
CO2	✓	✓	✓	✓
CO3	✓	✓	✓	✓
CO4	✓	✓	✓	✓
CO5	✓	✓	✓	

Course Activities

1. **Case Study Analysis:** Examine media portrayals of mental health in films, news, and social media.
2. **Media Literacy Workshop:** Acquire strategies for the critical analysis of mental health messages.
3. **Group Discussions:** Debate ethical considerations in mental health reporting.
4. **Reflection Journals:** Assess personal media consumption and its effects on mental well-being.
5. **Project:** Create a mental health awareness campaign using ethical media strategies.



University of

Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK3VACENG203				
Course	Literature, Communication and Personal Development				
Type of Course	VAC				
Semester	II				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2	-	2	4

Pre-requisites	
Course Summary	The course utilises insights from the world of literature and concomitant cultural domains to aid personality development among students. It aims at cultivating attributes that are essential for personal, professional, and social advancement, including communicative abilities, a growth mindset, emotional intelligence, and leadership skills

Detailed Syllabus:

Mod ule	Un it	Content	H rs
I		Etiquette and Effective Communication	12
	1.	Braithwaite, E.R “Chapter 9,” <i>To Sir, With Love</i> , Vintage, 2005. https://ia601801.us.archive.org/9/items/the-sir-with-love-by-braithwaite/The-Sir-With-Love%20by%20braithwaite_text.pdf	
	2.	<i>English, Vinglish</i> . Directed by Gauri Shinde, Eros, 2012. https://archive.org/details/english-vinglish_202209	
		Suggested Reading/Viewing: - Lewis, Cara Beth. “Etiquette Series: Social Etiquette in Everyday Conversation,” <i>Bladen Online</i>, 2022, https://bladenonline.com/etiquette-series-social-etiquette-in-everyday-conversations/ - Roberts, Sienna. “What is Effective Communication: Principles and Importance”, Knowledge Academy, 2025, https://www.theknowledgeacademy.com/blog/what-is-effective-communication/ - Dr. Shashi Tharoor and Prof. A. Khyrunnisa at 250th meeting of Trivandrum Toastmasters (Articulation - the road to empowerment), https://youtu.be/Qr_aK8NYhRw?si=ChfOuWi7VUdMuWpK	

II	Resilience and Growth Mindset		12
	3	Tennyson, Alfred. "Ulysses." <i>Poetry Foundation</i> , https://www.poetryfoundation.org/poems/45392/ulysses	
	4	Grit: The Power of Passion and Perseverance Angela Lee Duckworth TED, https://youtu.be/H14bBuluwB8?si=DWGXpipKIAVdVsGb	
		Suggested Reading: • Henley, William Ernest. "Invictus", <i>Poetry Foundation</i>, https://www.poetryfoundation.org/poems/51642/invictus • "Insights Book Summary: Mindset: The Psychology of Success", https://www.edelweissmf.com/Files/Insights/booksummary/Book%20Summary%20Mindset.pdf	
III	Emotional Intelligence		12
	5	Chekhov, Anton. "Home", <i>Project Gutenberg</i> , https://www.gutenberg.org/files/57333/57333-h/57333-h.htm#Dlink2H_4_0007	
	6	Narayanan, R.K. "The Doctor's Word." https://www.ssgopalganj.in/online/E-Books/CLASS%20VII/Malgudi%20Days%20-%20R.%20K.%20Narayan.pdf	
		Suggested Reading: • Dylan, Bob. "Blowin' in the Wind", https://youtu.be/YlJeNTZwa_w?si=1NUp7RWa3dTU5R4C • • How to Improve Your Emotional Intelligence. <i>Harvard Division of Continuing Education</i>, 2019,	

		https://professional.dce.harvard.edu/blog/how-to-improve-your-emotional-intelligence/#What-Are-the-Components-of-Emotional-Intelligence	
IV	Lessons in Leadership		12
		Kipling, Rudyard. "If—," <i>Poetry Foundation</i> . https://www.poetryfoundation.org/poems/46473/if—	
		<i>Dead Poets Society</i> (1989) Dir.Peter Weir https://archive.org/details/dead-poets-society-1989-1080p-blu-ray-x-264-aac-ozlem_202402	
		Suggested Reading: • Mclean, Andy. "Five things Shakespeare can teach you about leadership." Institute of Managers and Leaders, 2019. https://managersandleaders.com.au/five-things-shakespeare-can-teach-you-about-leadership-2/ • What is ethical leadership: characteristics and examples. Beyond, 2025. https://www.esade.edu/beyond/en/what-is-circular-economy/ • Marr, Bernard. "10 Most Important Leadership Skills For The 21st Century Workplace (And How to Develop Them). Forbes, 2022. https://www.forbes.com/sites/bernardmarr/2022/07/26/10-most-important-leadership-skills-for-the-21st-century-workplace-and-how-to-develop-them/	
V	Practicum		12
		Group discussions - individual presentations on notable films or literary narratives, and the lessons to be learnt from them. - Reflective written assignments on utilising personal setbacks for self-growth	

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Gain conceptual understanding of basic aspects of personality development, like communication skills, emotional intelligence, growth mindset, leadership skills, etc	R, U	1,6
CO2	Improve linguistic proficiency and communicative competence	U, Ap,C	1,6
CO3	Develop an awareness and appreciation of literary narratives in various styles and genres	Ap, E	2,3
CO4	Evaluate literary and film narratives as a tool for self-growth	E, C	6
CO5	Become critical readers, capable of discerning and analysing ethics, cultural values, and lessons embedded in literary narratives	E, C	3,5

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course:

Credits: 2:0:1 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Gain conceptual understanding of basic aspects of personality development, like communication skills, emotional intelligence, growth	PSO 1,6	R, U	C	L	

	mindset, leadership skills, etc					
2	Improve linguistic proficiency and communicative competence	PSO 1,6	U, Ap,C	F,C	L	P
3	Develop an awareness and appreciation of literary narratives in various styles and genres	PSO 2,3	Ap, E	C,P	L	
4	Evaluate literary and film narratives as a tool for self-growth	PSO 6	E, C	P	L	P
5	Become critical readers, capable of discerning and analysing ethics, cultural values, and lessons embedded in literary narratives	PSO 3,5	E, C	P,M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	1						1					
CO 2		2				2		1		3		

C O 3		2					2					
C O 4					3		3	2			1	1
C O 5				3	3				2	2		

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz
- Assignment
- Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	



University of Kerala

Discipline	ENGLISH
Course Code	UK3VACENG204
Course Title	INDIAN CULTURAL HERITAGE
Type of Course	VAC
Semester	III
Academic Level	200 - 299

Course Details	Credit	Lecture Per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites					
Course Summary	This course is designed to offer an in-depth exploration of the rich and diverse knowledge systems that have developed in India over the centuries. Through five modules, students will gain an understanding of foundational concepts, trace historical developments, and examine the contemporary significance of Indian				

Detailed Syllabus:

Module	Unit	Content	Hours
I	Introduction to Indian Cultural Thoughts		12

	1	Indian Knowledge Systems: Vol I: Kapil Kapoor, Avadhesh Kumar Singh: Units I & II https://iks.iitgn.ac.in/wp-content/uploads/2016/01/Indian-Knowledge-Systems-Kapil-Kapoor.pdf	
	2	The journey of Sufism in India: Vijay Hashia https://timesofindia.indiatimes.com/readersblog/vigilantvoicesandpolitical-perspectives/the-journey-of-sufism-in-india-54964/	
II	Literary Tradition		1 2
	3	<i>Karnabharam (Karna's Burden)</i> from Bhasa: The Shattered Thigh and Other Plays. Trans A. N. D. Haksar (Penguin Books) DOC-20250420-WA0023-250519-144615	
	4	“Introduction” <i>Therigathapali: Book of Verses of Elder Bhikkhunis</i> Themes of Therigatha pp xiv -xvii https://store.pariyatti.org/therigathapali-ebook	
	5	“The Birth of a Banyan Tree”: Jataka Tales https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.buddhistlibrary.org/buddhism-online/bt1_39.htm&ved=2ahUKEwiYrrzv62NAXVnS2cHHdFDFH8QFnoECCAQAQ&usg=AOvVaw3M6bFEYB0nYXklrmLpK_o2	
III	Myth, Rituals and Cultural Heritage		1 2
	6	“Truthfulness”: Thirukkural https://thirukkural133.wordpress.com/2011/11/28/chapter-30-truthfulness/	
	7	Theyyam: A Heroic Cult. A Short Documentary https://www.youtube.com/watch?v=CIIUk8rwM2U	

IV	Oral Narratives		1 2
	8	Ramayanas of Wayanad by Dr Azeez Tharuvana https://www.sahapedia.org/ramayanas-of-wayanad	
	9	Tribal Verse: G.N. Devy (168-171) “A Munda Song”, “A Kondh Song”, “Adi Song for the Recovery of Lost Health” https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.ncert.nic.in/textbook/pdf/keww134.pdf&ved=2ahUKEwjri-a0vq2NAXV1RWwGHTpVON0QFnoECAkQAQ&usg=AOvVaw3vf5MQcDohwTBB-WH53zIM	
V	Practicum		1 2
		Students can submit projects on any related topic.	

Recommended Readings

Introduction to Indian Knowledge System- concepts and applications, B Mahadevan, Vinayak Rajat Bhat, Nagendra Pavana R N, 2022, PHI Learning Private Ltd, ISBN-978-93-91818-21-02.

<https://www.youtube.com/watch?v=LZP1StpYEPM>

Introduction to Sufi Literature in North India by Yousuf Saeed

<https://www.sahapedia.org/introduction-sufi-literature-north-india>

Kapur K and Singh A.K (Eds) 2005). Indian Knowledge Systems, Vol. 1. Indian Institute of Advanced Study, Shimla. Tatvabodh of sankaracharya, Central chinmay mission trust, Bombay, 1995.

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO 1	Gain an overview of the basic ideas and types of knowledge in Indian traditions.	R, U	2,3
CO 2	Develop an understanding of how classical Indian literature expresses ethical, spiritual, and social values in poetic and dramatic forms.	U,A	8,9
CO-3	Appreciate the role of oral traditions, performances, and poetry in keeping cultural heritage alive.	Ap, E	14.15
CO-4	Explore how folk songs and narratives reflect indigenous knowledge, social values, and community identities	U,An	8,9
CO-5	Create original works that incorporate elements of traditional narratives and performances	E, An, C	14, 15

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 2:0:1 (Lecture:Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	Gain an overview of the basic ideas and types of	PO 1/PSO2,3	R,U	F	L	

	knowledge in Indian traditions.					
2	Develop an understanding of how classical Indian literature expresses ethical, spiritual, and social values in poetic and dramatic forms.	PO2/PSO8,9	U,A	C	L	
3	Appreciate the role of oral traditions, performances, and poetry in keeping cultural heritage alive.	PO2,3 /PSO14.15	Ap, E	C,P	L	P
4	Explore how folk songs and narratives reflect indigenous knowledge, social values, and community identities	PO3,8/PSO8,9	U,An	C,P	L	P

5	Create original works that incorporate elements of traditional narratives and performances	PO5,8 / PSO14, 15	E, An, C	P, M	L	P
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F-Factual, C-Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO2	PSO3	PSO8	PSO9	PSO14	PSO15	PO 1	PO 2	PO 3	PO 5	PO 8
CO 1	1	1					1				1
CO 2	2						2		1		1
CO 3			3				2				1
CO 4	1		2					2		1	3
CO 5				3	3	3			3	2	3

Correlation Levels:

Level	Correlation
	Nil
1	Slightly / Low
2	Moderate / Medium

3	Substantial / High
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Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Final Exam
- ▪Project

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO1	✓	✓		✓
CO2	✓	✓		✓
CO3	✓	✓		✓
CO4	✓	✓		✓
CO5	✓	✓	✓	